



## **National Skills Qualification Framework (NSQF)**

**Course Accreditation Documents  
for  
National Skills Certificate in  
Caregiving For Persons with Special Needs)  
(Informal Sector)  
NSQF Level - 3  
June 2021**

**National Skills Development Authority  
Prime Minister's Office, Bangladesh**

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## Course Accreditation Document

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 Skills Qualifications Framework (NSQF).

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 Caregiving for Persons with Special Needs, NSQF Level – 3

SL	Unit Code and Title		UoC Level	Nominal Hours
<b>Generic Competencies</b>				<b>60</b>
1.	GU009L3V1	Practice Negotiation Skills	3	20
2.	GU010L3V1	Demonstrate Work Value	3	20
3.	GU011L4V1	Lead Small Team	4	20
<b>Sector Specific Competencies</b>				<b>40</b>
4.	SUIS004L3V1	Orientation to mental retardation & autism spectrum disorders associated problems	3	40
<b>Occupation Specific Competencies</b>				<b>200</b>
5.	OUISCPNS01L3V1	Perform social and recreational supports to the client	2	60
6.	OUISCPNS02L3V1	Provide care and support to people with special needs	2	70
7.	OUISCPNS03L3V1	Provide support during pregnancy, maternity and neonatal care	2	70
<b>Total Nominal Learning Hours</b>				<b>300</b>

## **I. 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.

## **II. 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 **Caregiving for Persons with Special Needs, NSQF 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 **Caregiving for Persons with Special Needs, NSQF Level- 3**

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

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

- a. Individuals who want to be trained in National Skills Certificate in **Caregiving for Persons with Special Needs, NSQF Level - 3**
- b. Working and experienced individuals who want to be certified with National Skills Certificate in **Caregiving for Persons with Special Needs, NSQF Level - 3**

Candidates who will meet the requirements of this qualification maybe employed as **Caregiver**

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

#### **4.1 Training Delivery modes**

The competency-based TVET 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 **Caregiving for Persons with Special Needs, NSQF 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. **Caregiving for Persons with Special Needs, NSQF Level -3**, has a total of 300 minimum hours for the off-the-job and on-the-job 100 hours component of the delivery. The nominal hour is a suggested duration to deliver the training.

##### *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 **Caregiving for Persons with Special Needs, NSQF Level – 3** are

- SSC or equivalent certificate **or**
- 2-years occupation relevant work experience and pass in a challenge test on NSDA's approved assessment method.

#### 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 **Caregiving for Persons with Special Needs, NSQF Level - 3**

#### List of Machinery/Equipment and Spares

SL	Name	Specification	Unit	Quantity
1.	Personal Computers/Laptops	Standard configuration compatible for work activities	Nos	02
2.	Multimedia projector with screen	Min 3200 lumen	Nos	01
3.	Digital camera	Min 16 Mega Pixel	Nos	01
4.	Scanner	Legal size	Nos	01
5.	Printer	Laser	Nos	01
6.	Sound System	Standard configuration	Nos	01
7.	Web based close circuit camera	Standard configuration	Nos	03
8.	Air Conditioner	As per room size	Nos	03
9.	Air bed	Standard size	Nos	02
10.	Assistive forceps	Standard	Nos	05
11.	Artery forceps	Standard	Nos	10
12.	Antimicrobial swabs	Standard	Nos	05
13.	Bed pan	Standard	Nos	01
14.	Blood pressure machine (Analogue)	Standard	Nos	03
15.	Blood Pressure Machine (Digital)	Standard	Nos	02
16.	Oxygen cylinder with flow meter	Standard	Nos	02
17.	Patient bed	Standard	Nos	02
18.	Wheel chair	Standard	Nos	02
19.	Weight machine	Standard	Nos	02
20.	Adult dummy	Standard	Nos	02
21.	Physiotherapy bed	Standard	Nos	02
22.	Raised toilet seats	Standard	Nos	02

23.	Commode chairs	Standard	Nos	02
24.	Toilet backrest	Standard	Nos	02
25.	Toilet rails	Standard	Nos	02
26.	Female urinals	Standard	Nos	02
27.	Male urinals	Standard	Nos	02
28.	Bedpans	Standard	Nos	02
29.	Bed rail	Standard	Nos	02
30.	Incontinence aids and devices:	Standard	Nos	02
31.	Reusable bed pads, chair pads and pants	Standard	Nos	02
32.	Female Genital organ of a mannequin	Standard	Nos	01
33.	Male Genitalia organ of mannequin	Standard	Nos	01
34.	Scrotum	Standard	Nos	01
35.	Hospital bed with side rails	Standard	Nos	02
36.	pillow	Standard	Nos	04
37.	Over bed tables	Standard	Nos	02
38.	Bed wedge	Standard	Nos	02
39.	Slide sheet	Standard	Nos	02
40.	Foot stool	Standard	Nos	02
41.	Hamper	Standard	Nos	02
42.	Linen trolley	Standard	Nos	02
43.	Walkers	Standard	Nos	02
44.	Canes	Standard	Nos	02
45.	Crutches	Standard	Nos	02
46.	Wheelchair	Standard	Nos	02
47.	Trapeze	Standard	Nos	02
48.	Transfer/gait belt	Standard	Nos	02
49.	Mobility draw sheet	Standard	Nos	02
50.	Transfer boards	Standard	Nos	02
51.	Commode chairs	Standard	Nos	02

### List of Tools

SL	Name	Specification	Unit	Quantity
1.	Clinical thermometer (Analogue)	Standard	Nos	04
2.	Clinical thermometer (Digital)	Standard	Nos	05
3.	Kidney tray	Standard	Nos	05
4.	Measuring tape	Standard	Nos	02
5.	Measuring jar	Standard	Nos	02
6.	Scissors	Small/medium/large	Nos	02
7.	Stethoscope	Adult/child	Nos	02

8.	Tongue depressor	Standard	Nos	03
9.	Bowls and plates with high sides	Standard	Nos	05
10.	Bowls and plates with partition	Standard	Nos	02
11.	Insulated bowls and plates	Standard	Nos	02
12.	Slip resistant bowls and plates	Standard	Nos	05
13.	Mugs and cups with straws	Standard	Nos	02
14.	Lap trays	Standard	Nos	02
15.	Strip resistant tray liners	Standard	Nos	05
16.	Non-metallic /shaped Protective clothing – aprons, bibs, neckerchiefs spoons and forks	Standard	Nos	02
17.	Shower chairs and stools	Standard	Nos	02
18.	Hair washing basin	Standard	Nos	05
19.	Forceps	Standard	Nos	02
20.	Cotton balls	Standard	Nos	02
21.	Kidney basin	Standard	Nos	05
22.	Cotton canister	Standard	Nos	02
23.	Rubber sheet	Standard	Nos	02
24.	Underpads	Standard	Nos	02
25.	Hypoallergenic liquid soap	Standard	Nos	02
26.	Bath Towel	Standard	Nos	02
27.	Personal Protective Equipment	Standard	Nos	05
28.	Hand towel	Standard	Nos	02
29.	Bath blanket	Standard	Nos	02
30.	Bed pan	Standard	Nos	05
31.	Mattress, bed and special cushions	Standard	Nos	02
32.	Gentle cleanser	Standard	Nos	02
33.	Saltwater (saline) solution	Standard	Nos	05
34.	Non-steroidal anti-inflammatory drugs	Standard	Nos	02
35.	Gauze	Standard	Nos	02
36.	Bandage			

### List of Materials and Consumables

SL	Item	Specification	Unit	Quantity
1.	Paper	A4 size		5 Rim
2.	Toner/cartridge	As per printer		2 Nos
3.	White board marker	-----		12 Nos
4.	Duster	-----		6 Nos
5.	Butterfly needle	21,22 and 23 G		12 Nos

6.	Disposal syringe	5 cc, 10 cc and 50 cc		10 Nos
7.	Cotton ball	-----		5 Nos
8.	Feeding gown	-----		6 Nos
9.	Insulin syringe	40 IU, 100 IU		10 Nos
10.	Rinse free shampoo	Standard		As required
11.	Shower cap	Standard		As required
12.	Cleansing towel	Standard		As required
13.	Bathing towel`	Standard		As required
14.	Modesty garment / bath robe	Standard		As required
15.	Toothpaste	Standard		As required
16.	Interdental toothbrush	Standard		As required
17.	Glycerin	Standard		As required
18.	Toothbrush	Standard		As required
19.	Floss Holder	Standard		As required
20.	Unbreakable Glass	Standard		As required
21.	Forceps	Standard		As required
22.	Cotton balls	Standard		As required
23.	Gauze dressing	Standard		As required
24.	Bandage	Standard		As required
25.	Kidney basin	Standard		As required
26.	Saline solution	Standard		As required
27.	Bandage scissors	Standard		As required
28.	Small plastic container	Standard		As required
29.	Trash bin	Standard		As required
30.	Disposable pads, nappies, pull-on style pads and all-in-one pads	Standard		As required
31.	Sheaths (latex and non-latex)	Standard		As required
32.	Leg and night drainage bags	Standard		As required
33.	Stretch pants (only supplied with non-adhesive shaped pads)	Standard		As required
34.	Linens	Standard		As required
35.	bottom sheet	Standard		As required
36.	top sheet	Standard		As required

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

SL	Item	Specification	Unit	Quantity
1.	Dust mask			20 Nos
2.	Hand gloves			05 Nos

3.	Rubber sole shoes			20 Nos
4.	Aprons			05 Nos
5.	Face mask			20 Nos

### **List of Furniture**

<b>SL</b>	<b>Name</b>	<b>Specification</b> (For guidance only, some may vary depending on the workshop layout)	<b>Unit</b>	<b>Quantity</b>
1.	Full Secretariat Table	As per requirement	Nos.	01
2.	Half Secretariat Table	As per requirement	Nos.	03
3.	Arm Cushion Chair	As per requirement	Nos.	05
4.	Tabloid Chair	As per requirement	Nos.	20
5.	Bookshelf	As per requirement	Nos.	01
6.	File Cabinet	As per requirement	Nos.	02
7.	Steel Almira	180 cm x 120 cm	Nos.	01
8.	White Board	240 cm X 120 cm made of particle board with white Formica covered and side covered by aluminum channel	Nos.	01
9.	Lecture Desk		Nos.	02
10.	Display Board	240 cm x 120 cm made of particle wood and fabric cover	Nos.	01

### **List of Learning Materials**

<b>Description</b>	<b>Specification</b>	<b>Unit</b>	<b>Quantity</b>
Competency Based Learning Materials (CBLM)			20 set
Session Plan			20
Trainee Record Book			20
Progress Chart			01
Related Books			20
Manuals			20
Charts			20
Magazines			20

### **Other requirements:**

1. Uninterrupted Internet connectivity
2. Continuous power supply source
3. Fire extinguisher

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

Total 1100sft. floor space is required to run the Caregiving Course. Additional 400 sft. space is required for adding each occupation in STP. (One office room may be used for several occupations)

Space Requirement	Size in Sq. Feet.	Unit	Quantity
work place/workshop	min 350 sft.	Nos	01
Classroom	250 sft.	Nos	01
Office room	150 sft.	Nos	01
Head of the STPs' room	100 sft.	Nos	01
Library room	150 sft.	Nos	01
Toilet (Male and Female)	--	Nos	02

#### 4.5 Trainers Qualification

- Must be at least holder of NSC in **Caregiving for Persons with Special Needs**, NSQF Level – 3
- Must be CBT&A Methodology Level – 4 certified
- Two trainers should be appointed for each batch (20 trainees)

### Section 5: Assessment and Certification Standards

#### 5.1 Assessor's Qualification

Certified/Nominated assessor by NSDA will conduct the National Assessment for this National Skills Certificate in **Caregiving for Persons with Special Needs**, NSQF Level - 3.

#### 5.2 Assessment and Certification Arrangements

- a. To attain the Qualification of **National Skills Certificate in Caregiving for Persons with Special Needs, NSQF Level – 3** the candidate must demonstrate competence in all the units required. Successful candidates shall be awarded a National Skills Certificate issued by NSDA.
- b. The qualification of **National Skills Certificate in Caregiving for Persons with Special Needs, NSQF 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.
- c. Assessment will be conducted in a simulated workplace environment or training institute using equipment, machinery and tools as specified in the assessment tools.

- d. The qualified Assessor (or Assessor Panel) will be responsible for making the final judgment of Competent or Not Yet Competent.
- e. 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 (NSQF). 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:

- Part 1 provides information on the Skills Training Provider (STP), Standard Setting Body, the Quality Assurance Body, and course classification and accreditation information.
- Part 2 contains details of rules and requirements under which the course may be structured, delivered and assessed.
- Part 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.



## **National Skills Qualification Framework (NSQF)**

**Course Accreditation Documents  
for  
National Skills Certificate in  
Caregiving For Persons with Special Needs)  
(Informal Sector)  
NSQF Level - 3  
June 2021**

**National Skills Development Authority  
Prime Minister's Office, Bangladesh**

# Application for NSQF Course / Program Accreditation

Date:

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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:

➤ **Administrative Requirements**

- Fire Safety Inspection Certificate

➤ **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)

## Part 1: General Information

### 1. Name and details of the Skills Training Provider

Name of Training Organization:

Status of Institution (e.g., Private, Public, NGO, TSC, Polytechnic):

Name of Respondent:

Position of Respondent:

Postal Address:

Phone Number:

E-mail Address:

### 2. Purpose of Submission

Accreditation

Re-accreditation

### 3. Delivery of the Course

*The STP applying for this accreditation shall write the method of delivery of the qualification (On-the-job, off-the-job, Apprenticeship, etc.)*

### 4. Quality Assurance Body

#### National Skills Development Authority (NSDA)

Level: 10-11, Investment Building, Plot: E-6 / B, Syed Mahbub Morshed Avenue, West Agargaon, Dhaka-1207, Bangladesh.

Email: [ec@nsda.gov.bd](mailto:ec@nsda.gov.bd)

Website: [www.nsda.gov.bd](http://www.nsda.gov.bd)

### 5. Standard Setting Body (ISC)

*State the name and address of the standard setting body responsible for the industry sector (Include Street/Postal, Phone and E-mail address).*

## Part 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 Technical Vocational Qualification Framework (NSQF) Level 1 course is a minimum of 360 learning hours. A higher level NSQF course must have at least 270 hours of additional learning for each higher NSQF level. For example, a Level 2 NSQF course will have  $(360 + 270 =) 630$  hours of learning and a Level 3 NSQF 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 NSQF Level 1 course, and 216 hours for each higher NSQF 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
  - occupation specific and/or (specialized) job role specific - elective

#### Course Structure

for

**National Skills Certificate in \_\_\_\_\_**  
**(NSQF 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)**

**3.3 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 vocational 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 (Colleges/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:**

01 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 emphasize 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)

### Part 3: Details of the Course

#### CURRICULUM DESIGN

<b>Course Title:</b>	
<b>NSQF 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)

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
1.	1.1	•	•
2.	2.1	•	•

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

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
1.	1.1	•	•
2.	2.1	•	•

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

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
1.	1.1	•	•
2.	2.1	•	•

# Appendices

(Appendix 1-9)

## Appendix 1 - Training Design

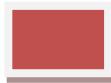
**QUALIFICATION:** \_\_\_\_\_

**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)



each for 2 days



1 day

Half-day



Submitted by: \_\_\_\_\_ Attested by: \_\_\_\_\_ Inspected by: \_\_\_\_\_

(Head of the Department)(Head of the Institution) QA/ Expert NSDA

Date:

Date:

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)

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 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)

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 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.*

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#### 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 (President, Registrar, Guidance Counselor)

**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, Faculty, Teaching Professionals

**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