





# Table of Contents

Training Parameters.....	2
Program Overview .....	3
Training Outcomes.....	3
Compulsory Modules.....	3
Optional Modules .....	4
Module Details.....	5
Module 1: Passenger Check-In.....	5
Module 2: Manage lounge services .....	6
Module 3: Passenger Boarding .....	7
Module 4: Manage passenger complaints at airport.....	8
Module 5: Take actions to deal with incidents, accidents, and emergencies in the aviation security environment .....	9
Module 6: Follow safety and security procedures.....	10
Module 7: Work effectively at the workplace .....	11
Module 8: Follow and maintain Green Practices.....	12
Module 9: Maintain a safe and secure working environment.....	13
Annexure.....	14
Trainer Requirements .....	14
Assessor Requirements.....	15
Assessment Strategy.....	16
References .....	18
Glossary.....	18
Acronyms and Abbreviations.....	19



## Training Parameters

<b>Sector</b>	Aerospace and Aviation
<b>Sub-Sector</b>	Airline
<b>Occupation</b>	Customer Service
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3429.10
<b>Minimum Educational Qualification and Experience</b>	12th Class/10th Class + ITI/1-2 years relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	24/02/2022
<b>Next Review Date</b>	24/02/2025
<b>NSQC Approval Date</b>	24/02/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	11/03/2022
<b>Model Curriculum Valid Up to Date</b>	11/03/2027
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	390 hours, 0 Minutes
<b>Maximum Duration of the Course</b>	399 hours, 0 Minutes



## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner will be able to:

- Handle the administrative and customer service functions responsibly.
- Meet the needs and safety requirement of passengers, and airport personnel.
- Assist customers before and after a flight.
- Provide support to other airport personnel, including pilots and engineers.
- Identify and use basic tools, equipment & materials, understanding of carrying out toolbox, machinery equipment for its operation.
- Acquire basic communication skills and good inter- personal skills.
- Ability to stand and walk for long periods of time consistent kneeling, squatting, and reaching above the head with caution to avoid accidents.

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
AAS/N0301 – Passenger Check-In NOS Version No. – 1.0 NSQF Level – 4	15:00	19:00	20:00	00:00	54:00
AAS/N0302 – Manage Lounge Services NOS Version No. – 1.0 NSQF Level – 4	15:00	19:00	20:00	00:00	54:00
AAS/N0303 – Passenger Boarding NOS Version No. – 1.0 NSQF Level – 4	15:00	19:00	20:00	00:00	54:00
AAS/N0304 – Manage passenger complaints at airport NOS Version No. – 1.0 NSQF Level – 4	15:00	19:00	20:00	00:00	54:00
AAS/N0501 Take action to deal with incidents, accidents, and emergencies in the aviation security environment NOS Version No. – 1.0 NSQF Level - 4	18:00	16:00	20:00	00:00	54:00
AAS/N0502 – Follow safety and security procedures NOS Version No. – 1.0	22:00	26:00	08:00	00:00	56:00



<b>NSQF Level - 4</b>					
<b>ELE/N9905 – Work effectively at the workplace NOS Version No. – 2.0 NSQF Level - 4</b>	<b>16:00</b>	<b>24:00</b>	<b>08:00</b>	<b>00:00</b>	<b>48:00</b>
<b>Soft Skills and Work Ethics</b>	16:00	24:00	00:00	00:00	40:00
<b>THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>04:00</b>	<b>08:00</b>	<b>04:00</b>	<b>00:00</b>	<b>16:00</b>
<b>Green Practices</b>	04:00	08:00	00:00	00:00	12:00
<b>Total Duration</b>	<b>120:00</b>	<b>150:00</b>	<b>120:00</b>	<b>00:00</b>	<b>390:00</b>

### Optional Modules

The table lists the optional modules, their duration and mode of delivery.

#### Option 1:

<b>NOS and Module Details</b>	<b>Theory Duration</b>	<b>Practical Duration</b>	<b>On-the-Job Training Duration (Mandatory)</b>	<b>On-the-Job Training Duration (Recommended)</b>	<b>Total Duration</b>
<b>HSS/N9624 – Maintain a safe and secure working environment NOS Version No. – 1.0 NSQF Level - 4</b>	<b>02:00</b>	<b>07:00</b>	<b>00:00</b>	<b>00:00</b>	<b>09:00</b>
<b>Safety, emergency medical response and first aid</b>	02:00	07:00	00:00	00:00	09:00
<b>Total Duration</b>	<b>02:00</b>	<b>07:00</b>	<b>00:00</b>	<b>00:00</b>	<b>09:00</b>



# Module Details

## Module 1: Passenger Check-In

*Bridge Module or Mapped to AAS/N0301 v 1.0*

### Terminal Outcomes:

- receive passengers in a courteous manner at the check in counter
- identify the bona fide passengers with their passenger name record (PNR) in accordance with the airline procedure and an acceptable identification document as per regulatory requirements
- take appropriate action to deal with passengers who are unfit or incapable of air travel as per organisation and or regulatory guidelines
- check-In” the passenger in the departure control system as per organisation procedures
- allocate seat, services and facilities to bonafide passengers according to their requests and their eligibility
- “check-In” the bag(s) of the passenger, if any, while ensuring that the bag(s) are within prescribed limits
- enter the details of the bag(s) into the departure control system and print the baggage tag(s)
- tag the bag(s) appropriately.
- ensure that the copy of the baggage tag(s) is affixed on the boarding card of the passenger
- deal with any observed discrepancies in line with policies and procedures of the organisation
- provide boarding pass to passenger(s)
- handover all the documents to the passenger and brief the passenger on the details of the departing flight
- escalate any safety or security concerns about passengers

<b>Duration: 15:00</b>	<b>Duration: 19:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain identifying the bona fide passengers with their passenger’s name record (PNR) in accordance with the airline procedure and an acceptable identification document as per regulatory requirements</li> <li>• Explain check-In” the passenger in the departure control system as per organisation procedures</li> <li>• Explain allocate seat, services and facilities to bonafide passengers according to their requests and their eligibility</li> <li>• Explain handing over all the documents to the passenger and brief the passenger on the details of the departing flight</li> <li>• Explain escalating any safety or security concerns about passengers</li> </ul>	<ul style="list-style-type: none"> <li>• receive passengers in a courteous manner at the check in counter</li> <li>• Demonstrate taking appropriate action to deal with passengers who are unfit or incapable of air travel as per organisation and or regulatory guidelines</li> <li>• Demonstrate “check-In” the bag(s) of the passenger, if any, while ensuring that the bag(s) are within prescribed limits</li> <li>• Enter the details of the bag(s) into the departure control system and print the baggage tag(s)</li> <li>• tagging the bag(s) appropriately</li> <li>• Demonstrate dealing with any observed discrepancies in line with policies and procedures of the organization</li> </ul>
<b>Classroom Aids</b>	
White/Black, board, Markers, computer and projector, trainer’s guide, student handbook	
<b>Tools, Equipment and Other Requirements</b>	
Computer and projector	



## Module 2: Manage lounge services

### Bridge Module or Mapped to AAS/N0302 v 1.0

#### Terminal Outcomes:

- receive and greet the passengers at the lounge service desk
- verify the eligibility of the passenger to access the lounge services based on organisation policies
- ensure to record all the details of the passenger at the lounge service desk
- keep the passenger informed about the boarding gate for the flight and the boarding time
- provide passengers with newspapers, food and drink, when requested
- operate equipment in the executive lounge
- resolve queries from passengers in a courteous and friendly manner
- dress appropriately at all times
- maintain high levels of hygiene
- make announcements at appropriate times to make sure that passengers board their flights in a timely manner
- deal effectively and politely with passengers during flight delays

<b>Duration:</b> 15:00	<b>Duration:</b> 19:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• verify the eligibility of the passenger to access the lounge services based on organisation policies</li> <li>• ensure to record all the details of the passenger at the lounge service desk</li> </ul>	<ul style="list-style-type: none"> <li>• receive and greet the passengers at the lounge service desk</li> <li>• keep the passenger informed about the boarding gate for the flight and the boarding time</li> <li>• provide passengers with newspapers, food and drink, when requested</li> <li>• operate equipment in the executive lounge</li> <li>• resolve queries from passengers in a courteous and friendly manner</li> <li>• dress appropriately at all times</li> <li>• maintain high levels of hygiene</li> <li>• make announcements at appropriate times to make sure that passengers board their flights in a timely manner</li> <li>• deal effectively and politely with passengers during flight delays</li> </ul>
<b>Classroom Aids</b>	
Charts regarding safety & security	
<b>Tools, Equipment and Other Requirements</b>	
devices, Charts regarding safety & security, health & hygiene, firefighting, first aid, prohibited items,	



## Module 3: Passenger Boarding

### Bridge Module or Mapped to AAS/N0303 v 1.0

#### Terminal Outcomes:

- gather the information of flight and the departure gate
- announce boarding of the flight in clear and concise manner as per boarding sequence
- ensure that the boarding announcements are as per defined organisation procedures
- deal with passengers in a courteous manner at all times
- ask for the boarding pass at the boarding gate
- scan and cross verify the boarding pass
- inspect the boarding pass for airport security stamp
- assign a porter/helper to special needs passenger, if required
- direct the passengers to the aircraft through the aerobridge or coach
- reconcile the passenger headcount and escalate any deficiency through
- the appropriate channel

<b>Duration: 15:00</b>	<b>Duration: 19:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• gather the information of flight and the departure gate</li> <li>• ensure that the boarding announcements are as per defined organisation procedures</li> </ul>	<ul style="list-style-type: none"> <li>• announce boarding of the flight in clear and concise manner as per boarding sequence</li> <li>• deal with passengers in a courteous manner at all times</li> <li>• ask for the boarding pass at the boarding gate</li> <li>• scan and cross verify the boarding pass</li> <li>• inspect the boarding pass for airport security stamp</li> <li>• assign a porter/helper to special needs passenger, if required</li> <li>• direct the passengers to the aircraft through the aerobridge or coach</li> <li>• reconcile the passenger headcount and escalate any deficiency through</li> <li>• the appropriate channel</li> </ul>
<b>Classroom Aids</b>	
White/Black, board, Markers, trainer’s guide, student handbook,	
<b>Tools, Equipment and Other Requirements</b>	
computer and projector	





## Module 4: Manage passenger complaints at airport

*Bridge Module or Mapped to AAS/N0304 v 1.0*

### Terminal Outcomes:

- deal with passengers in a courteous manner at all times
- examine passengers' tickets and baggage tag identification to identify appropriate reference/sequence numbers
- explain the lost baggage procedure to passengers in a clear and concise manner
- record the details of the bag(s) as per checklist defined by the organisation
- raise the complaint within the airline system(s) using appropriate processes
- communicate to the passenger his/her rights to claim compensation and the process to receive compensation for delayed or lost bag(s) as per organisation policies and regulatory guidelines
- escalate the complaint based on the situation and the passenger's reaction
- inspect bag(s) for alleged pilferage or damage and attempt to verify the alleged claims by the passenger
- explain the claims procedure to passengers in a clear and concise manner
- record the passenger complaint and details of the pilferage/damage as per organisation procedures and regulatory guidelines

<b>Duration:</b> 15:00	<b>Duration:</b> 19:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• examine passengers' tickets and baggage tag identification to identify appropriate reference/sequence numbers</li> <li>• explain the lost baggage procedure to passengers in a clear and concise manner</li> <li>• record the details of the bag(s) as per checklist defined by the organisation</li> <li>• escalate the complaint based on the situation and the passenger's reaction</li> <li>• explain the claims procedure to passengers in a clear and concise manner</li> </ul>	<ul style="list-style-type: none"> <li>• deal with passengers in a courteous manner at all times</li> <li>• raise the complaint within the airline system(s) using appropriate processes</li> <li>• communicate to the passenger his/her rights to claim compensation and the process to receive compensation for delayed or lost bag(s) as per organisation policies and regulatory guidelines</li> <li>• inspect bag(s) for alleged pilferage or damage and attempt to verify the alleged claims by the passenger</li> <li>• record the passenger complaint and details of the pilferage/damage as per organisation procedures and regulatory guidelines</li> </ul>
<b>Classroom Aids</b>	
White/Black board, Markers, trainer's guide, student handbook, Charts regarding safety & security	
<b>Tools, Equipment and Other Requirements</b>	
computer and projector, jackets, batons, whistle, lights, and communication, tag scanners/access control devices, health & hygiene, fire-fighting, first aid, prohibited items	



## Module 5: Take actions to deal with incidents, accidents, and emergencies in the aviation security environment

*Bridge Module or Mapped to AAS/N0501 v 1.0*

### Terminal Outcomes:

- comprehend the probability and severity of emergency situations
- take action to deal with emergencies, incidents or accidents in line with the organisation's procedures and regulatory guidelines
- make sure the action planned does not increase the risk or threat to self and others
- consider the needs of others when taking action
- keep all the relevant and appropriate person(s) informed on action taken in line with organisation's procedures
- get help from the appropriate sources in situation(s) that are outside your own authority or ability
- document all actions taken to mitigate risks/emergencies in line with organisation procedures and regulatory guidelines

<b>Duration:</b> 18:00	<b>Duration:</b> 16:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• keep all the relevant and appropriate person(s) informed on action taken in line with organisation's procedures</li> <li>• get help from the appropriate sources in situation(s) that are outside your own authority or ability</li> <li>• document all actions taken to mitigate risks/emergencies in line with organisation procedures and regulatory guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• comprehend the probability and severity of emergency situations</li> <li>• take action to deal with emergencies, incidents or accidents in line with the organisation's procedures and regulatory guidelines</li> <li>• make sure the action planned does not increase the risk or threat to self and others</li> <li>• consider the needs of others when taking action</li> </ul>
<b>Classroom Aids</b>	
White/Black board, Markers, trainer's guide, student handbook, Charts regarding safety & security	
<b>Tools, Equipment and Other Requirements</b>	
computer and projector, trainer's guide, student handbook, jackets, batons, whistle, lights, and communication, tag scanners/access control devices, health & hygiene, fire-fighting, first aid, prohibited items,	



## Module 6: Follow safety and security procedures

### Bridge Module or Mapped to AAS/N0502 v 1.0

#### Terminal Outcomes:

- comprehend the organisation’s safety and security policies and procedures
- comprehend the regulatory guidelines on safe conduct of operations and maintenance of conditions to thwart any acts of unlawful interference
- report any identified breaches of safety, and security policies and procedures to the designated person
- coordinate with other resources at the workplace (within and outside the organisation) to achieve safe and secure environment
- identify and mitigate any safety and security hazards like illness, accidents, fires or acts of unlawful interference if it falls within the limits of individual’s authority
- report any hazards outside the individual’s authority to the relevant person in line with organisational procedures and regulatory guidelines
- follow organisation’s emergency procedures for incidents or accidents, fires or acts of unlawful interference
- identify and recommend opportunities for improving health, safety, and security to the designated person
- ensure completion of all health and safety records are updates and procedures well defined

<b>Duration: 22:00</b>	<b>Duration: 26:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• identify and mitigate any safety and security hazards like illness, accidents, fires or acts of unlawful interference if it falls within the limits of individual’s authority</li> <li>• follow organisation’s emergency procedures for incidents or accidents, fires or acts of unlawful interference</li> <li>• identify and recommend opportunities for improving health, safety, and security to the designated person</li> <li>• ensure completion of all health and safety records are updates and procedures well defined</li> </ul>	<ul style="list-style-type: none"> <li>• comprehend the organisation’s safety and security policies and procedures</li> <li>• comprehend the regulatory guidelines on safe conduct of operations and maintenance of conditions to thwart any acts of unlawful interference</li> <li>• report any identified breaches of safety, and security policies and procedures to the designated person</li> <li>• coordinate with other resources at the workplace (within and outside the organisation) to achieve safe and secure environment</li> <li>• report any hazards outside the individual’s authority to the relevant person in line with organisational procedures and regulatory guidelines</li> </ul>
<b>Classroom Aids</b>	
White/Black board, Markers, trainer’s guide, student handbook, Charts regarding safety & security	
<b>Tools, Equipment and Other Requirements</b>	
computer and projector, trainer’s guide, student handbook, Charts regarding health & hygiene, fire-fighting, first aid, chart of prohibited items, Screening & search equipment – hand-held metal detector, doorframe metal detector, Under chassis inspection mirror, torch, Chart of parking layout, traffic markings, signals, cones, barriers, marking tape, signage, jackets. Chart on traffic signals and symbols, walkie-talkie, personal protective equipment (PPE) (consisting of high visibility safety jacket & safety shoes)	



## Module 7: Work effectively at the workplace

### Bridge Module or Mapped to NOS: ELE/N9905 v 2.0

#### Terminal Outcomes:

- Work effectively at the workplace.
- Demonstrate practices related to gender and PwD sensitization.

<b>Duration:</b> 16:00	<b>Duration:</b> 24:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss how to convey information/instructions diligently and pass it on to authorized persons/team members whenever required.</li> <li>• State the importance of effective communication and interpersonal skills.</li> <li>• Discuss how to be responsible and disciplined at the workplace.</li> <li>• Describe the common reasons for interpersonal conflict and ways of managing it effectively.</li> <li>• State the importance of work ethics and workplace etiquette.</li> <li>• Explain the ways to create gender and PwD sensitivity.</li> <li>• Explain the concept and importance of gender (e.g. as a social construct), gender sensitivity, gender equality etc.</li> <li>• Discuss organisational guidelines for dress code, time schedules, language usage and other behavioural aspects.</li> <li>• Explain the guidelines and legal requirements on disclosure and confidentiality</li> <li>• Explain the process of reporting grievances and unethical conduct (sexual harassment at workplace etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to work as per the workflow of organization to receive instructions and report problems.</li> <li>• Develop a sample plan to achieve organisational goals and targets.</li> <li>• Create a sample feedback form to obtain feedback from customers, colleagues etc.</li> <li>• Demonstrate use of appropriate behaviour and language that is respectful of disability and the gender.</li> <li>• Demonstrate ways of dealing with heightened emotions of self and others.</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations)	
<b>Tools, Equipment and Other Requirements</b>	
Sample of escalation matrix, organisation structure	



## Module 8: Follow and maintain Green Practices

*Bridge Module or Mapped to AAS/N9916 v 1.0*

### Terminal Outcomes:

- Follow material conservation and eco-friendly practices
- Ensure effective waste management/recycling practices

<b>Duration:</b> 04:00	<b>Duration:</b> 08:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain different types of waste water</li> <li>• Describe methods to manage non-recyclable waste</li> <li>• Explain the need for following eco-friendly practices</li> <li>• Explain common sources of pollution and ways to minimize them</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate material conservation practices like using dead, dry fallen sticks instead of big logs for bonfire etc.</li> <li>• Demonstrate methods to dispose-off non-recyclable waste appropriately</li> <li>• Employ appropriate methods to reuse and recycle waste</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
Waste bins	



## Module 9: Maintain a safe and secure working environment

### Bridge Module or Mapped to HSS/N9624 v 1.0

#### Terminal Outcomes:

- Perform Basic Life Support or basic first aid in medical emergency situations, as and when required.
- Respond to institutional emergencies appropriately.

<b>Duration: 02:00</b>	<b>Duration: 07:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"><li>• Explain the basics of first aid.</li><li>• List the precautions to be taken for personal safety.</li><li>• Discuss how to perform Basic Life Support (BLS).</li><li>• Explain the use of protective devices such as restraints and safety devices.</li><li>• Identify precautions to be taken for self-safety.</li><li>• Explain about disaster management techniques to deal with institutional emergencies.</li><li>• Discuss about the escalation matrix for referral and management of common emergencies</li></ul>	<ul style="list-style-type: none"><li>• Create a chart depicting different types of protective devices such as restraints and safety devices.</li><li>• Create a flow chart depicting common emergency situations and its referral mechanism.</li></ul>
<b>Classroom Aids</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher	



# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate (in any subject)	Any Specialization	2-3	Terminal Services	2-3	Terminal Services	

Trainer Certification	
Domain Certification	Platform Certification
Statutory Certificate from Aerospace & Aviation Sector Skill Council (AASSC) for Job Role: “Airline Customer Service Executive” mapped to QP: “AAS/Q0301”. Minimum accepted score for domain certification will be 80%.	Recommended that the Trainer is certified for the job role “Trainer” mapped to the Qualification Pack: “MEP/Q 0102”. Minimum accepted percentage as per respective SSC guidelines is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate (in any subject)	Any Specialization	2-3	Terminal Services	2-3	Terminal Services	

Assessor Certification	
Domain Certification	Platform Certification
Statutory Certificate from Aerospace & Aviation Sector Skill Council (AASSC) for Job Role: "Airline Customer Service Executive" mapped to QP: "AAS/Q0301". Minimum accepted score for domain certification will be 80%.	Recommended that the Assessor is certified for the job role "Assessor" mapped to the Qualification Pack: "MEP/Q0102". Minimum accepted percentage as per respective SSC guidelines is 80%.





## Assessment Strategy

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

All QP/NOS go through a rigorous review and approval process before they are finally ready to be utilized for skill training and assessment. The QP is assigned for assessment criteria to the various performance outcomes expected from the candidate. The assessment criteria is thoroughly examined and approved by independent industry experts, academic SMEs and regulatory bodies during the QP/NOS creation and approval.

Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Under the Assessment Criteria in a QP/NOS, PCs are allotted against the following four methodologies:

- a. Theory: A theory assessment is a written/digital question paper that aims at assessing the knowledge of the candidate. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
- b. Practical: A practical assessment assesses the practical application/hands-on ability demonstrated by the candidate
- c. Viva: A viva voce is an oral questioning method where the assessor and candidate usually sit one-on-one. In addition to evaluating theoretical knowledge, this method also allows for assessment of soft skills, body language, etc
- d. Project: A project could include a variety of methods to assess the candidate such as an evaluation of the candidate's portfolio, inclusion of formative assessment marks, evaluations from OJT logs, or any other initiatives undertaken
  1. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
  2. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
  3. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion
  4. The assessment is done through the SSC accredited Assessment Agency platform.
  5. To pass the Qualification Pack, every trainee should score a minimum of 60% in aggregate
  6. The marks are allocated PC wise, however, every NOS will carry a weightage in the total marks allocated to the specific QP

The SSC uses the devised 'Assessment Blueprint' which is a detailed outline of the plan of action of assessment and as a document. It aims to enable stakeholders implementing skill assessments, like Sector Skill Councils, Assessment Agencies and other assessment regulation bodies to define the complex relationship between performance outcomes/assessment criteria, theory and practical items, difficulty levels, time and marks allocated to each question, assessment methodology and the evaluation thereof. The blueprints are used to design the assessment to measure the mastery of the standard(s), improve consistency across test forms, set goals and monitoring matrices for test forms, and more.



## 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/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:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

## 3. Assessment Quality Assurance levels / Framework:

- Question bank and question paper created by the Subject Matter Experts (SME) from SSC certified Assessment Agency and the other In-house team of SSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified & trainer must be ToT Certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

## 4. Types of evidence or evidence-gathering protocol:

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

## 5. Method of verification or validation:

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

## 6. Method for assessment documentation, archiving, and access

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



## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.



## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards