



Model Curriculum

QP Name: Two Shaft Handloom Weaver

QP Code: TSC/Q7303

QP Version: 3.0

NSQF Level: 3

Model Curriculum Version: 1.0

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Training Parameters

Sector	Textile
Sub-Sector	Handloom & Khadi
Occupation	Weaver
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7318.58
Minimum Educational Qualification and Experience	<ul style="list-style-type: none"> • Grade 9 with No Experience (OR) • Grade 8 pass and pursuing continuous schooling in regular school with vocational subject with no experience (OR) • 8th grade pass with 1 year of relevant experience (OR) • 5th grade pass with 4 years of relevant experience (OR) • Ability to read and write with 5 years of experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed On	30.09.2021
Next Review Date	30.09.2024
NSQC Approval Date	
QP Version	3.0
Model Curriculum Creation Date	30.09.2021
Model Curriculum Valid Up to Date	30.09.2024
Model Curriculum Version	1.0
Minimum Duration of the Course	330 Hours
Maximum Duration of the Course	330 Hours

Program Overview

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

Training Outcomes

- Undertake the pre-weaving activities in handloom.
- Operate the handloom.
- Perform basic weaving activities.
- Ensure quality end product after completion of process.
- Maintain work area, tools and machines as per guidelines.
- Follow greening and energy conservation activities as per guidelines.
- Follow protocols and guidelines for health, safety and security at workplace.
- Communicate and work effectively in a team.
- Comply with organizational and industry standards.
- Adhere to adaptability protocols and measures.

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
TSC/N7305: Carry out pre-weaving activities in handloom Version 2.0 NSQF Level - 4	15:00	60:00	-	-	75:00
Module 1: Perform pre-weaving activities in handloom	15:00	60:00	-	-	75:00
TSC/N7306: Operate the handloom Version 2.0 NSQF Level – 4	30:00	60:00	-	-	90 :00
Module 1: Operate the handloom	30:00	60:00	-	-	90:00
TSC/N7307: Contribute to achieve quality in handloom weaving Version 2.0 NSQF Level – 4	15:00	30:00	-	-	45:00
Module 3: Achieve quality in handloom weaving	15:00	30:00	-	-	45:00

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
TSC/N9015: Follow machine, safety, and organizational guidelines in textile sector Version 1.0 NSQF Level – 4	25:00	50:00	-	-	75:00
Module 4: Maintaining the work area, tools and machines	02:00	08:00	-	-	10:00
Module 5: Greening and energy conservation in textile sector	02:00	08:00	-	-	10:00
Module 6: Health, safety, and emergency response at workplace	15:00	20:00	-	-	35:00
Module 7: Organizational standards and policies	06:00	14:00	-	-	20:00
TSC/N9016: Follow teamwork, adaptability, and communication guidelines in textile sector Version 1.0 NSQF Level – 4	05:00	10:00	-	-	15:00
Module 8: Teamwork, trust and communication	03:00	07:00	-	-	10:00
Module 9: Adaptability	02:00	03:00	-	-	05:00
DGT/VSQ/N0101 – Employability Skills Version 1.0 NSQF Level – 3	12:00	18:00	-	-	30:00
Module 10: Employability Skills	12:00	18:00	-	-	30:00
Total Duration	102:00	228:00	-	-	330:00

Module Details

Module 1: Perform pre-weaving activities in handloom

Mapped to TSC/N7305, v 2.0

Terminal Outcomes:

- Demonstrate the steps involved in pre-weaving activities in handloom operation.

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the pre-process involved in handloom weaving to achieve good quality end product. • Explain the scope of work and other requirements for handloom weaving. • Discuss the importance of obtaining necessary information for the handloom weaving process. • Explain the functions of different parts of a handloom. • Explain the different types of fibres, weaves, yarns, counts, etc. • Discuss the functionality of a two-shaft handloom along with the fabric production details. • Describe the tools and equipment used in handloom weaving and the technical terms associated with it. • Discuss various hazards and risks associated with the handloom preparation process. • Discuss the various types of fabric defects along with its causes resulting from pre-loom activities. • Discuss different methods of tying the treadle strap. • Discuss the objectives of skill development programs. • Discuss the contribution of Indian handloom sector to the country's economy. • Describe the basics of weaving i.e., process flow, types of processes involved, drafting, denting, filling pirns, preparing the handlooms, analysing the design and operating the handloom. 	<ul style="list-style-type: none"> • Demonstrate the steps involved in gaiting the warp sheets as per standards procedure in handloom weaving. • Demonstrate the steps to check the condition and working of various loom mechanisms such as shedding, picking, take-up, let-off, etc. • Demonstrate the process of checking the availability and condition of the weaver's beam, shuttle, weft yarn and filled pirns. • Perform the steps for proper storage of raw materials, tools, accessories, fabrics, etc. as per the requirement. • Calculate the required shuttles as per the weft design requirement. • Demonstrate the procedure of adjusting the treadle strap in the handloom. • Demonstrate the method of interpreting the design, draft and peg-plan in the given graph sheet. • Illustrate the process and material flow in a typical handloom weaving process.

<ul style="list-style-type: none"> • Explain the position of a handloom weaver in handloom operation and type of role to play. • Discuss about possibilities of improvement in the handloom sub-sector. 	
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
Two shaft handlooms in running condition, warp beam, weft pirns, cleaning brush and wipes, waste collection, storage bins, seating arrangement for 25 people.	

Module 2: Operate the handloom

Mapped to TSC/N7306, v2.0

Terminal Outcomes:

- Demonstrate the steps involved in operating the two-shaft handloom as per standard process.
- Discuss the importance of following the standard operating procedure in handloom operation.

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the need for checking the parts of a handloom shaft before weaving. • Describe the hazards associated with operating a two-shaft handloom and the precautions to be followed. • Discuss the process of weaving different types of yarns on handlooms. • Discuss the different types of looms, shuttles and emery papers available for weaving operation. • Explain the various types of shedding mechanisms along with the principle such as tappet, cam, dobby, jacquard shedding. • Discuss the different types of weaves. • Describe the types of defects associated with handloom weaving and the method to resolve the same. • Discuss the threshold levels for various parameters such as cloth width, ends per inch, etc. 	<ul style="list-style-type: none"> • Demonstrate the steps involved in checking the parts of a two-shaft handloom. • Demonstrate the sequence of primary, secondary and auxiliary motions in the handloom. • Demonstrate the operations such as maintaining weft tension, carry out pirn and shuttle changes, maintain width fabric, constant warp tension, etc. • Demonstrate the steps to make adjustments in the weaving operation to ensure specifications with respect to fabric are met. • Demonstrate the procedure of mending the broken warp and weft as per standard procedures within stipulated time. • Demonstrate the method of checking the weft pattern and changing the pirn and shuttle as per the specified design. • Demonstrate the method of storing the weft pirns and warp thrums in the specified location. • Demonstrate the method of inspection of healds, shafts, and reed. • Demonstrate the process involved in doffing and storing the cloth roller as per SOP. • Demonstrate cleaning of the shuttle with emery sheet.
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
Two shaft handlooms in running condition, warp beam, weft pirns, cleaning brush and wipes, waste collection, storage bins, seating capacity of 25 people.	

Module 3: Achieve quality in handloom weaving

Mapped to TSC/N7307, v2.0

Terminal Outcomes:

- Demonstrate the steps involved in quality fabric production in handloom weaving operation.

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the handloom quality standards as per policies and guidelines. • Explain the grading points associated with the handloom fabrics. • Differentiate between mendable and non-mendable woven defects in handloom fabrics. • Discuss the ways to identify faults in raw materials and components that can be mended. • Discuss the incorrect practices that result in faulty fabric production in handlooms. • Discuss the standard tolerances allowed in the handloom operation. 	<ul style="list-style-type: none"> • Demonstrate prescribed techniques to use raw materials in the handloom as per SOP. • Demonstrate the process of rectification of faulty material and components in handloom operation. • Demonstrate the method of checking the quality of the product as per standard operating procedure.
Classroom Aids:	
Charts, Posters, Projector, Blackboard	
Tools, Equipment and Other Requirements	
Two shaft handlooms in running condition, warp beam, weft pirns, cleaning brush and wipes, waste collection, storage bins, seating capacity for 25 people.	

Module 4: Maintaining the work area, tools and machines

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Maintain the work area, tools and machines in handloom operation.
- Explain the objective of tools, PPE used in the handloom operation.

Duration: 02:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Differentiate various types of tools used for cleaning and maintenance in handloom operation. • Explain the objectives of each maintenance and cleaning tool used in handloom weaving. • State the significance of safe handling procedure of tools and equipment. • Brief the importance and written instructions on the raw materials and tools. • Quote the significance of minimizing the wastage of material, effort and time. • List the available types of Material handling equipment and handling methods used in handloom operation. • Discuss the types and importance of PPE used in the handloom operation. 	<ul style="list-style-type: none"> • Demonstrate the handling procedure of raw materials, tools, PPE and looms. • Demonstrate method of identification of appropriate tools and equipment for the handloom weaving process. • Demonstrate the scheduled cleaning of looms and equipment. • Prepare a draft schedule for cleaning and waste collection for the assigned job role.
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
Two shaft handlooms in running condition, warp beam, weft pirns, cleaning brush and wipes, waste collection, storage bins, seating capacity for 25 people.	

Module 5: Greening and energy conservation in textile sector

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Identify the recyclable, non-recyclable and hazardous wastes in handloom operation.
- Optimize usage of material and resources at work place.

Duration: 02:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the concepts of pollution control, soil conservation, waste management, recycle, forest conservation, global warming, organic products, etc. • List the different sources of energy. • Discuss the impact of using non-biodegradable materials on the environment. • Evaluate the different ways to conserve energy in handloom operation. • Discuss the significance of conserving environment and energy resources. • Discuss the significance of specified usage of resources at work area. 	<ul style="list-style-type: none"> • Demonstrate the method of segregation of recyclable, non-recyclable, hazardous wastes in the spinning department. • Demonstrate the method of handling and storage of waste materials.
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
video visuals on solar power, package materials - Covers, bags, wrappers, box, seating arrangement for 25 people.	

Module 6: Health, Safety and Emergency Response at workplace

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Perform first aid at workplace.
- Follow fire safety protocol in case of fire emergencies.
- Recognise hazardous materials in the handloom operation.

Duration: 15:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of safe handling procedure of tools and equipment in handloom operation. • Discuss the importance and standard procedure for handling raw and finished materials. • Discuss the impacts hazards of unsafe workplace conditions and procedures in the textile industry (operational, environmental, personal, ergonomic, chemical, and electric, fire) and methods to avoid hazards. • Distinguish between the various types of fire extinguishers. • Distinguish different types of alarms and their significance. • List the different items in a First-Aid box. • Discuss the correct work posture and importance of ergonomics for the assigned job role. 	<ul style="list-style-type: none"> • Classify Personal Protective Equipment (PPEs) like body protector, ear plugs, nose mask, head cap, etc. as per guidelines. • Demonstrate the method of handling of fire extinguishers. • Locate emergency exits of workplace. • Participate in mock fire drills / evacuation at workplace. • Demonstrate the application of first aid procedures for injury/accidents in mock situations. • Demonstrate the method of lifting of heavy weight materials as per standard procedure. • Demonstrate healthy lifestyle practises.
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
PPE, first aid kit, fire extinguishers, Two shaft handloom, seating arrangement for 25 people.	

Module 7: Organizational standards and Policies

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Recognize the significance of organization policies, quality standards in handloom operation.
- Explain the need for following standards and policies in handloom operation.

Duration: 06:00	Duration: 14:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of following organizational standard procedures, quality standards, rules, codes, policies and safety standards in handloom operation. • Discuss the need for organizational quality systems, 5S, ISO, SA, etc. following in the handloom sector. • Brief the importance of following work wear standards, behavioural protocols and etiquette in handloom sector. • Describe the standard protocol for reporting lost and found material. • Discuss the contents of organisation's formats and procedures for reporting production, defects, faults, material/tool requisition and quality parameters and task completed in the handloom operation. • Discuss the importance of discipline and adhering to timelines and state the effects of non-compliances. 	<ul style="list-style-type: none"> • Practice the systems like Quality circles, 5S, ISO, etc. in the routine work. • Exhibit the steps to maintain a hygienic and healthy workplace. • Prepare a lost and found report for submission to the competent authority.
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
list of rules and regulations followed in the organisation, list of industry standards i.e., performance indicators of mills, process, worker, seating arrangement for 25 people.	

Module 8: Teamwork, trust and communication

Mapped to TSC/N9016, v1.0

Terminal Outcomes:

- Conform to standard guidelines while working with the team.
- Communicate effectively with others at workplace.

Duration: 03:00	Duration: 07:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of teamwork and following industry protocols at workplace. • Explain the limits and responsibilities for the assigned duties at handloom operation. • Summarize emergency contact numbers, details of officials, reporting protocols and formats. • List hierarchy of communication and communication etiquettes in the handloom operation. • State the disadvantages of not adhering to team work and communication protocols. 	<ul style="list-style-type: none"> • Prepare a sample performance report for an allotted task. • Demonstrate the use appropriate verbal and non-verbal communication skills while interacting with others at workplace.
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
Video visuals of basic communications and team working, models of communicating and team working area at your job.	

Module 9: Adaptability

Mapped to TSC/N9016, v1.0

Terminal Outcomes:

- Operate at various environment and different hierarchy level for the assigned task.
- Discuss the need of adaptability at the workplace.

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of adaptability at work place with various levels of people. • Discuss the importance of developing adaptability skills. • Discuss the impacts of inadaptability at the work place. • Discuss various types of situations which demand adaptability skills. • Discuss various possibilities of basis of discrimination and ways to handle the same. 	<ul style="list-style-type: none"> • Demonstrate the ability to work in dynamic work environment by developing coping mechanisms, survival tactics and traits of flexibility. • Create a sample backup work plan for the shortage of man power, raw materials, etc. • Demonstrate communication with members of different gender, ethnicity and PwD. • Demonstrate the process of preparation of sample application for reporting discrimination, to the concerned authority.
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
Video visuals of adaptability with suitable examples.	

Module 10: Employability Skills

Mapped to DGT/VSQ/N0101, v1.0

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the importance of Employability Skills in meeting the job requirements. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. Discuss 21st century skills. Use appropriate basic English sentences/phrases while speaking Show how to conduct oneself appropriately with all genders and PwD Discuss the significance of reporting sexual harassment issues in time Discuss the significance of using financial products and services safely and securely. Explain the importance of managing expenses, income, and savings. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges. Differentiate between types of customers Explain the significance of identifying customer needs and addressing them Discuss the significance of maintaining hygiene and dressing appropriately. Discuss the significance of dressing up neatly and maintaining hygiene for an interview Discuss how to search and register for apprenticeship opportunities. 	<ul style="list-style-type: none"> Show how to practice different environmentally sustainable practices Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations. Demonstrate how to communicate in a well -mannered way with others. Demonstrate working with others in a team Show how to operate digital devices and use the associated applications and features, safely and securely Create a biodata Use various sources to search and apply for jobs
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
Class room requirements: 25 people seating capacity with a screen and projector	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Basic Literacy and Numeracy	5 th Class (Self-declaration)	6	Handloom Weaving	-	-	

Trainer Certification	
Domain Certification	Platform Certification
TSC/Q07303, v2.0 – Two Shaft Handloom Weaver, Minimum pass percentage 80 per cent	MEP/Q2601, v1.0 – Trainer, Minimum pass percentage 80 per cent

Employability Trainer Prerequisites

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any Discipline			2	Teaching Experience	Prospective ES trainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have digital skills • have attention to detail • be adaptable • have willingness to learn
Current ITI Trainers	Employability Skills Training (3 days full-time course done between 2019-2022)					
Certified current EEE trainers (155 hours)	from Management SSC (MEPSC)					
Certified Trainer	Qualification Pack: Trainer (MEP/Q0102)					

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
8th	NA	7	Handloom Weaving	-	-	

Assessor Certification	
Domain Certification	Platform Certification
TSC/Q07303, v2.0 – Two Shaft Handloom Weaver, Minimum pass percentage 80 per cent	MEP/Q2701, v1.0 – Assessor, Minimum pass percentage 80 per cent

Assessment Strategy

The overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.

- a) The emphasis is on 'learn-by-doing' and practical demonstration of skills and knowledge based on the performance criteria.
- b) The assessments papers are developed by Subject Matter Experts (SME) available with the Assessment Agency as per the performances and assessment criteria mentioned in the Qualification Packs.
- c) The assessments papers are also checked for the various outcome-based parameters such as quality, time taken, tools & equipment requirement, etc.
- d) The assessments are designed so as to assess maximum parts during the practical hands-on work. Duties and responsibility of Two shaft handloom weaver also assessed. The technical limitations at the training centres are taken care in theory and viva.
- e) The assessment agencies are instructed to hire qualified and experienced assessors as per TSC's criteria who have integrity, reliability and fairness. Each assessor shall sign a document with its assessment agency by which they commit themselves to comply with the rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise impartiality of the assessments.
- f) The assessment agencies are instructed to ideally have assessors with the right mix of industry experience, academia and these are detailed in Assessment Agency Protocol of TSC
- g) The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to Assessment Framework, competency-based assessments, assessors guide, etc. and they are assessed for Domain and assessment skills. Only those assessors who clears both the assessments with minimum 80% marks in each are permitted to carry out assessments.
- h) The assessors are provided with Assessor's guide developed by the Subject Matter Expert of the Assessment Agency or by Textile SSC as per Assessment Framework. The Assessors guides are developed to ensure the maximum possible consistency/transparency in the assessment by different assessors and elaborate on the following:
 1. Qualification Pack Structure.
 2. Guidance for the assessors to conduct theory, practical and viva assessments.
 3. Guidance for trainees to be given by assessor before the start of the assessments.
 4. Guidance on assessment process, practical brief with step of operational practical observation checklist Attendance Sheet and mark sheet.
 5. Viva guidance for uniformity and consistency across the batch.
 6. Guidance on assessment evidence collection.

The assessment results are backed by evidence collected by assessors.

1. The assessors need to collect a copy of the attendance sheets for the training done under the scheme. The attendance sheets are signed and stamped by the in charge/ Head of the training centre.
2. The assessors need to verify the authenticity of the candidate by checking the photo ID card issued by the institute as well as any one Photo ID card issued by the Central/Government. The same needs to be mentioned in the attendance sheet. In case of suspicion, the assessor should authenticate and cross verify trainee's credential in the enrolment form.
3. The assessors need to take a camera to click photograph of the trainees working on the job and giving theory exam as evidence.
4. The assessors also need to carry a Photo ID card.
5. The assessors also need to take the photographs as evidence from appropriate angles/sides of the final work piece/job submitted by the trainee.
6. The details on assessment framework are elaborated in Textile SSC protocol for accreditation of Assessment Agencies and Assessment Framework.

All accredited Assessment Agencies follow the "Textile SSC's protocol for accreditation of Assessment Agencies and Assessment Framework". Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performances Criteria in the NOS will be assigned marks for theory or practical based on relative importance, criticality of function and training infrastructure.

References

Glossary

Term	Description
Key Learning Outcome	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).
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. 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
SOP	Standard Operating Procedure
PPE	Personal Protective Equipment
QC	Quality Control
ISO	International Organization for Standardization
SA	Standards on Auditing