

NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

NSDA Reference
To be added by NSDA

NOTES:

- i. *The File is intended to apply to all kinds of qualification in the NSQF, general, vocational, technical, etc*
- ii. *Text in Green and Black is part of the Qualification File Template*
- iii. *Text in blue is Guidance on completing the File* iv. *If you are using in the Guidance document in place of the Template, please delete these notes and all text in blue.*
- v. *Further information on the concept Qualification File will be found in the NQAF Manual “Registration of NSQF Qualifications”.*

KEY TERMS IN THE QUALIFICATION FILE

Assessment strategy

An assessment strategy sets out the way in which an awarding body will ensure that the assessments used for a qualification are appropriate for the aims and outcomes of the qualification and ensure that assessment is valid, reliable and fair. It ensures that the assessment tools which are used generate sufficient evidence for all the assessable learning outcomes of the qualification. The strategy should include assessments which integrate different outcomes and ensure that the amount of assessment to be undertaken is manageable.

Awarding body

An awarding body is the body which creates a qualification, sets the assessment norms for the qualification, and makes the final decision to award the qualification and issue certificates to successful learners. Awarding bodies are ultimately responsible for ensuring that the qualification is offered by suitable institutions or organisations and that no unjustified or fraudulent certificates are issued. They may also be called certifying bodies or certifying institutions.

Component of a qualification

A component of a qualification is a block of learning and teaching which leads to the assessment of a coherent group of related learning outcomes. Typical components are: NOS/units (ie NOS + assessment); assessed units or modules; blocks of learning and assessment, such as academic subjects, theory classes, projects or internships.

Assessable Outcomes

The knowledge, skills and/or aptitudes an individual has acquired as a result of formal, non-formal or informal learning are known as learning outcomes. In the NSQF, qualifications are based on specific outcomes, accompanied by assessment criteria, which learners will have to demonstrate through a formal assessment. These are called “assessable outcomes”.

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Level Descriptors

The levels of the NSQF are defined by statements of typical learning outcomes known as level descriptors. These are organised in X domains which represent different kinds of learning outcome. These are: process, professional knowledge, professional skill, core skill, and responsibility. Each level requires more complex knowledge, skills and aptitudes. In the NSQF qualifications must be given a level by matching the assessable outcomes with the level descriptors.

Progression

In the NSQF, progression means going on from a qualification to work or further study. Progression pathways may lead from one qualification to other qualifications at the same NSQF level or at a higher level. Sets of qualifications can be designed to ensure that individuals can easily move from qualification to qualification in the Framework.

Qualification

In the NSQF, a qualification is the formal outcome of an assessment and validation process. A qualification is awarded when an awarding body determines that an individual has achieved the assessable outcomes to the standards set in assessment criteria. Qualifications which meet the requirements of the NSQF are entered in the National Qualifications Register. Evidence that qualifications meet these requirements is gathered in a Qualification File. Qualifications in the NSQF will include: modular employable skills certificates; Qualification Packs (QPs); Trade Certificates; apprenticeship qualifications; Technical Certificates and Diplomas; general qualifications offered in a formal educational context; and degrees.

Recognition of Prior Learning (RPL)

RPL is the process of identifying and validating evidence that an individual can demonstrate the assessable outcomes of a qualification on the basis of previous (often experiential) learning.

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CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Qualification Files must be completed for all qualifications which are being submitted to the National Skills Qualifications Committee for approval and inclusion in the National Qualifications Register (NQR). The Qualification File will normally be submitted by the awarding body for the qualification.

The concept of an awarding body, as it relates to the NSQF, is defined in the NQAF Manual “Registration of NSQF Qualifications”. It is the body which creates a qualification, sets the assessment norms for the qualification, and makes the final decision, on the basis of a formal assessment process, to award the qualification and issue certificates to individual learners. Awarding bodies are ultimately responsible for ensuring that the qualification is offered by suitable institutions or organisations and that no unjustified or fraudulent certificates are issued.

Awarding bodies may take direct responsibility for the assessment of candidates or may delegate this to assessment bodies which follow the assessment norms set by the awarding body and are subject to monitoring and review by the awarding body. This also applies to the issuing of certificates, which may be carried out by the awarding body or delegated according to relevant norms.

It is possible to establish awarding by more than one body: in this case the specific responsibilities of the different bodies, including the responsibility for [preparing and submitting the Qualification File, must be clear.

Organisations and institutions wishing to offer courses leading to qualifications which are already in the NQR do not need to complete Qualification Files. They should apply to the awarding body for accreditation to offer the qualification. (This approval may be called by another name, such as *approval* or *affiliation*.) In order to gain this approval these organisations/institutions will have to meet the norms established by the awarding body or the regulatory body for the sector. Further general information on this process is published in the NQAF Manual “Accreditation of Training and Education Institutions”.

Information and advice on revising qualifications in the NQR and adapting them to create new qualifications are published in the NQAF Manual “Registration of NSQF Qualifications”.

Name and address of submitting body:

Name and contact details of individual dealing with the submission

Awarding bodies should appoint one person to be the contact for the qualification to ensure effective communication on issues arising.

Name:

Position in the organisation:

Address if different from above:

Tel number(s):

E-mail address:

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List of documents submitted in support of the Qualifications File

There are opportunities to submit supporting documents throughout the Qualification File template. Give the titles and other relevant details of all these documents here.

1. x 2.

x

3. x

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SUMMARY

Qualification Title	Enter the full title of the qualification, as it will appear on certificates. Titles should be as clear and informative as possible.
Qualification Code	Any identification number which has been formally allocated to the qualification by the awarding body should be included here. If no code has been allocated, enter “N/A”.
Nature and purpose of the qualification	<p>This information will be useful to users of the National Qualifications Register.</p> <p>Indicate the nature of the qualification - for example:</p> <ul style="list-style-type: none">- a modular employable skills award- a Qualification Pack (QP)- a Trade Certificate- an apprenticeship qualification- a Technical Diploma- a general qualification offered in a formal educational context - a degree <p>In the case of vocational qualifications, indicate whether the qualification incorporates/is based on national occupational standards.</p> <p>State the main purpose of the qualification and the target learners – for example:</p> <ul style="list-style-type: none">- to get unemployed people into work- to upgrade the skills of people already in work- to allow people in particular sectors to learn new skills to deal with technological change- to give people with vocational/professional skills access to higher education courses.
Body/bodies which will award the qualification	<p>Enter the name(s) of the body/bodies here.</p> <p>In the case of awarding by more than one body, or where a significant function, such as the issuing certificates has been delegate, this should be noted here. Details of these arrangements can be given in the response to Section 1, below.</p>
Body which will accredit providers to offer courses leading to the qualification	<p>Enter the name of the body here.</p> <p>Only a name/names required here. Further details can be given in section 1, below, if appropriate.</p>

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Body/bodies which will carry out assessment of learners	<p>This means assessment which will count towards certification. The response here will vary depending on the qualification. It may be in two parts:</p> <ul style="list-style-type: none">(i) Enter the name of the body that is responsible for ensuring the quality of assessment for the qualification ie making sure that the assessment is valid, consistent/reliable, fair, etc.(ii) If the actual assessment of candidates is delegated to a large number of assessment bodies, indicate the kind(s) of bodies which will actually carry out assessment for certification.
	<p>More detail about these arrangements is asked for in Section 1 below.</p>
Occupation(s) to which the qualification gives access	<p>This information should be given in a way which will be helpful to users of the NQR. Depending on the qualification, enter either a specific occupation (eg “General Duty Health Care Assistant”) or a type of occupational role (eg “support worker in health care services”) or the kinds of career/work for which a qualification is good preparation (eg hospital administration).</p> <p>A brief description of the occupation or occupational role should be included here: it should include the main responsibilities, the context and complexity of work and the level of autonomy. This description should reflect clearly the NSQF level suggested for the qualification.</p> <p>If the qualification is not intended to prepare individuals for a specific occupation, enter “N/A”</p>
Licensing requirements	<p>If holders of the qualification will require to meet additional licensing requirements to enter the occupation, this should be stated here and relevant explanatory documents should be referred to and attached.</p> <p>If there are no such requirements, enter “N/A”.</p>
Level of the qualification in the NSQF	<p>Enter the proposed NSQF level of the qualification. Evidence showing how the qualification matches the relevant level descriptor is asked for in Section 2, below.</p> <p>Each qualification can only be allocated to one level in the NSQF.</p>
Anticipated volume of training/learning required to complete the qualification	<p>Enter the total number of learning hours required by a typical learner to achieve the qualification. Learning hours includes time spent learning in classrooms, laboratories, workshops, libraries or study rooms, at work, or on placements, and undertaking assessment.</p> <p>(If a credit system for the NSQF is introduced, the credit value will be entered here.) If the qualification already has a credit value (eg in ECTS points) this information should be included here.</p>

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Entry requirements and/or recommendations	<p>This entry should be helpful to prospective learners. It may relate to basic/core skills, previous experience, or specific qualifications which individuals should have if they are to be successful in the qualification. It should make it clear why the entry requirements are important. It should note any conditions which entrants must meet, but should not set up unjustifiable barriers to access.</p> <p>Any legal requirements (eg minimum age) should be entered here.</p>
Progression from the qualification	<p>This entry should refer to one or more of the following:</p> <ul style="list-style-type: none">- access to other qualifications at the same NSQF level- access to related qualification(s) at the next NSQF level <p>The entries should be based only on progression routes which are well known, or have been negotiated with other bodies, or are built in to the design of the qualification. More detail is asked for in Section 4, below.</p>
Planned arrangements for the Recognition of Prior learning (RPL)	<p>Only a brief entry indicating the awarding body's policy on RPL is required here. More detail should be given in section 1, below.</p>
International comparability where known	<p>Entries should state what the qualification is compared with, how the comparison was carried out, and what conclusion has been reached. It must be based on evidence and any reports setting out the evidence for comparability should be attached.</p> <p>It should make clear whether the response relates to: desk research, work with international experts/consultants, or actual contacts with international sectoral or qualification bodies.</p> <p>For example:</p> <ul style="list-style-type: none">- Desk research using information from [the other national database] shows that the Trade Certificate in Xxxxx has a number of components which are similar in content and level to the [other country qualification].- Investigations undertaken with the support of an international expert shows that the QP in Xxxxx is similar in scope and level to the [other country] training package [Code and Title]- Contact with the [standards-setting body in another country] confirms that the Indian NOS for Xxxxx meets 80% of the [name of country] occupational standards for Yyyyyy. <p>Further detail should be given in Section 4, below</p> <p>Where no investigations have taken place, enter "N/A"</p>
Date of planned review of the qualification.	<p>This should take the form of the year and month in which the review is expected to start. This should be no more than five years from the anticipated date of approval of the qualification.</p>

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Formal structure of the qualification			
<p>The entries made here will show how the qualification is designed for delivery and assessment. It will list the components of the qualification, where the learning outcomes to be assessed are grouped together.</p>			
Title of component and identification code.	Mandatory/ Optional	Estimated size (learning hours)	Level
<p>A component is a block of learning and teaching which leads to the assessment of a group of related learning outcomes.</p> <p>Components may be</p> <ul style="list-style-type: none"> (i) NOS/units (ie NOS + assessment) (ii) assessed units or modules (iii) blocks of learning outcomes leading to assessable outcomes, such as academic subjects, theory classes, projects or internships. 	<p>Enter “M” or “O” for each component</p>	<p>The total should be the same as the entry under “anticipated volume” above.</p> <p>[If a credit system for the NSQF is introduced, the credit value will be entered here.]</p>	<p>Note that in the NSQF, individual components of qualifications can be at levels which are higher or lower than the whole qualification.</p>
<p>Add boxes as required for alignment.</p>			

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum Document or a Qualification Pack.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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SECTION 1 **ASSESSMENT**

Qualifications in the National Qualifications Register should be trusted by learners and employers. A lot of this trust will relate to assessment. On the one hand, employers will want to be sure that holders of a qualification have been tested to show that they have achieved the outcomes described in the qualification to the standards set by the assessment criteria. On the other hand, learners will want to be sure that the assessment they are given is fair and that the same pass/fail judgements are made for all candidates. This section of the Qualification File asks you to show how these ends will be achieved.

Body/Bodies which will carry out assessment:

This section is concerned with the assessment of learners which leads to an award. In filling out this section you will need to explain the full system of assessment which has been set up for the qualification.

Give details here of the main body/bodies responsible for (i) assessing candidates against the learning outcomes and assessment criteria of the qualification and/or (ii) checking or verifying assessments. Please attach the accreditation norms for providers and assessment bodies and explain how the process of accreditation will be carried out.

For example, awarding bodies may

- design the assessment tools for the qualification and carry out all the assessment themselves
- design the assessment tools for the qualification, appoint one or more assessment bodies to carry out the assessment, and also appoint experts to check or verify the work of the assessment bodies
- design the assessment tools for the qualification, give responsibility for carrying out the assessment to the provider institutions, and appoint experts to check or verify the assessment
- combine these different approaches for different aspects of the qualification

Where the qualification is awarded jointly, indicate how the responsibilities are divided between the bodies.

How will RPL assessment be managed and who will carry it out?

Note that this must be in line with the national RPL Policy & Guidelines when they are in place.

Give details of how RPL assessment for the qualification will be carried out and quality assured.

You should explain how much flexibility there is in the assessment of the qualification and how the arrangements for gathering and evaluating evidence of previously gained knowledge, skills and aptitudes will ensure that RPL candidates meet the outcomes and assessment criteria for the qualification.

Any known barriers to RPL in this qualification should be noted here.

There will also have to be arrangements to support individuals who can demonstrate some, but not all, of the outcomes in the qualification – eg by issuing certificates which record what has been achieved. Plans to deal with this should also be set out.

Describe 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.

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Note that the strategy and arrangements will have to align with national guidance assessment policy (eg in NQAF Manuals 1 (NQSF Registration of Qualifications) and 3 (Accreditation of Assessment Bodies).

An assessment strategy should ensure that the assessments used for the qualification are appropriate for the aims and outcomes of the qualification.

The strategy should ensure that the assessment tools which are used generate sufficient evidence for all the assessable learning outcomes of the qualification – these may include practical outcomes, knowledge and understanding, the ability to integrate skills and knowledge, and the capacity to adapt to circumstances. The strategy should include opportunities for assessments which cover/integrate different outcomes and ensure that that the amount of assessment to be undertaken is manageable.

Where the qualification uses a grid format to show how different assessment tools match with the various outcomes of the qualification, this should be attached as well as, or in place of, the grid below.

Arrangements relating to the quality assurance of assessment should be entered here. For example:

- how will it be ensured that assessment judgements are always made on valid and sufficient evidence?
- what steps will be taken to ensure that assessment judgements are consistent from assessor to assessor?
- what processes for appeals against assessment decisions are in place?
- how will problems of unreliable or unfair assessment, misconduct by assessors, or other kinds of malfeasance be dealt with?

Finally, explain any actions you will undertake to ensure that providers understand the standards in the qualification – capacity-building work, support materials, etc.

Please attach any documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

ASSESSMENT EVIDENCE

In this section, you are asked to show how the assessment tools you will use will cover all the outcomes and criteria in the qualification.

Complete a grid for each component as listed in “Formal structure of the the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – ie Learning Outcomes to be assessed, assessment criteria and the means of assessment.

Title of Component:

Outcomes to be assessed	Assessment criteria for the outcome
Enter each learning outcome /element of competence which will be assessed.	List all the criteria applying to this element/outcome.

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Add boxes as required.	
Means of assessment 1 Describe the assessment tools which will be used to generate evidence for success. The means of assessment will normally include performance evidence and knowledge evidence. Explain the nature of the evidence which will be generated (this might be something produced by the learner, an activity observed by an assessor, a record of work, or a paper and pencil test). Make clear which aspects of the Component will be covered by the assessment.	
Means of assessment 2 Add boxes as required.	
Pass/Fail NOTE: Although the terms “Pass/Fail” are used here, it is more common in relation to occupational standards to say “Competent/Not yet competent”. To be NSQF compliant, this judgement should be based on the ability to meet all the assessment criteria for each assessable learning outcome. Entries here should show how the awarding body will ensure that all the assessment criteria will be met. Evidence of achievement can be based on performance evidence and/or knowledge, but for some criteria, only performance evidence will be acceptable and this should be clear in the qualification document.	

SECTION 2 EVIDENCE OF LEVEL

Awarding bodies will enter a proposed NSQF level for the qualification in the Qualification File Summary. This section asks for the evidence on which that proposal is based. The evidence must refer to the level descriptors of the NSQF.

NSDA recommends an approach to working out the level of qualifications which starts with the level descriptor domains (Process, Professional knowledge, Professional skill, Core skill and Responsibility: see annex A). Two variants for providing the evidence of level are offered here: Option A and Option B in the following pages. Awarding bodies should choose the option which best suits the qualification.

All qualifications in the National Qualifications Register must be given a level based on the NSQF level descriptors. This is a crucial aspect of the NSQF because the level descriptors should be a trusted set of references between education, training, and employment, so there must be credible evidence of a match. There is no fixed method for making a match, but there are some principles that must be followed to ensure that all qualifications in the National Qualifications Register are given a level using comparable and equally demanding approaches.

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- The level of the qualification relates to the outcomes which the learners must achieve and be assessed for. These achievements must be proved by quality-assured assessment, using the assessment criteria (sometimes called “performance criteria”) of the qualification.
- The main evidence (usually the only evidence) for allocating a qualification to a level of the NSQF will be direct evidence of a match between the outcomes of the qualification and the characteristics of knowledge, skills and aptitudes contained in the descriptor for one NSQF level.
- Since the level of the qualification is based on the outcomes, the size of the qualification does not affect the level. (It is possible, for example, to have a small qualification in a specific area of specialised skills, or new skills which is at the same level as a large qualification which is a requirement for employment – think of qualified tradesmen or IT specialists or surgeons adding on new and specialist techniques).
- Some qualifications may not provide a match for every domain because the purpose of the qualification is limited (eg with an emphasis on knowledge or skills, or core skills).
- The wording of the level descriptors and the wording of the assessable outcomes may be stated in different terms. Therefore the evidence will have to contain comment in which the matching is explained.
- Each qualification can only be at one level of the Framework; however the outcomes of the qualification may be at different levels. This principle also applies to components of qualifications.

Working out the level of a qualification: These two options use the same approach – ie starting with the domains of the NSQF level descriptors and making comparisons based on these.

OPTION A: In this option, the outcomes of the qualification/component are matched to the domains of the NSQF level descriptors. This option can be used with all kinds of qualification.

OPTION B: In this option, the requirements of a job role, as described in National Occupational Standards are matched to the domains of the NSQF level descriptors. Option for qualifications based on National Occupational Standards and directly linked to a specific job role.

Start by estimating the level of the qualification based on factors such as comparisons with other qualifications in the National Qualifications Register or features of the qualification (for example, the level of autonomy/responsibility) which seem to give a clear match with of the level descriptors.¹

If it seems likely that one or more components of the qualification will be at a different level, then carry out a separate matching procedure for the component(s) in question.

¹ Awarding bodies using Option B may find the narrative outlines in Annex B, which match the NSQF levels to the labour market, useful in carrying out this step.

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<p>For each domain briefly outline how the outcomes of the component match the ideas in the NSQF level descriptors. It is not necessary to use the full wording of the descriptor, but it is important that some of the phrases from the descriptors which are special to the level are referred to in the matching.</p>	<p>For each domain briefly outline how the predetermined requirements of the job role match the wording of the NSQF level descriptors. It is not necessary to use the full wording of the descriptor, but it is important that some of the phrases from the descriptors which are special to the level are referred to in the matching.</p>
<p>The domains need not all be at the same level. In carrying out these comparisons, start with the estimated level, but also check for matches with the levels above and below.</p>	
<p>Decide the level at which each performance in each domain is required by the outcomes of the qualification component.</p>	<p>Decide the level at which each performance in each domain is required to meet the requirements of the job role.</p>
<p>If the outcomes match all five domains at the same level, then that is the level of the qualification and normally that will also be the level of the components.</p>	<p>If the job role’s requirements match all five domains at the same level, then that is the level of the job role and the level of the qualification which matches the job role.</p>
<p>If the outcomes don’t match with the same level in each domain, calculate the rounded average of the levels allocated in each domain to decide the level of the qualification.</p>	<p>If the job role requirements don’t match with the same level in each domain, calculate the rounded average of the levels allocated in each domain to decide the level of the qualification.</p>
<p>If the differences in level are found in particular components of the qualification, then carry out a fresh matching exercise of that component to find the true level of these components.</p>	
<p>If there is evidence that this result is too high or too low, enter the level that seems appropriate together with the evidence which leads to this conclusion.</p>	<p>If there is evidence that this result is too high or too low, enter the level that seems appropriate together with the evidence which leads to this conclusion.</p>
<p>Record findings in the Summary under “Level of the qualification” and “Structure of the qualification”.</p>	

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OPTION A

Title/Name of qualification/component: Enter the title here			Level: Add level number
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Process			
Professional knowledge			
Professional skill			
Core skill			
Responsibility			

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OPTION B

Title/Name of qualification/component: Enter the title here			Level: Add level number
NSQF Domain	Key requirements of the job role	How the outcomes relates to the NSQF level descriptors	NSQF Level
Process			

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Professional knowledge			
Professional skill			
Core skill			
Responsibility			

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SECTION 3 **EVIDENCE OF NEED**

What evidence is there that the qualification is needed?

This is an open question, but the answer might explain the starting point for the creation of the qualification – eg a request from sectoral stakeholders, evidence of a gap in the framework, link with government/state policy, evidence of an emerging need.

This could be backed by information about:

- The purpose of the qualification
 - eg to meet an economic need such as getting people into work or allowing people in work to add new skills based on technological change
 - eg to meet a social need such as providing the knowledge and skills needed to be an active citizen or to manage money or adopt a healthy lifestyle
- Evidence from research and consultation
 - eg reputable and reliable research reports, such as labour market information reports; occupational mapping or similar research carried out by the awarding body for the qualification; systematic and representative gathering of stakeholder views; endorsements from users/intended users of the qualification. This will vary according to whether this is an entirely new qualification or a revision of a qualification which has been running for some time.

In the case of established qualifications, information about the success of the qualification should be given (eg uptake figures, examples of use in recruitment and placement rates (if known) should be given.

Where an established qualification has been revised before being submitted for inclusion in the National Qualifications Register, the reason(s) for the changes and the nature of the changes should be given.

Details of the process(es) by which the qualification/QP/NOS has been approved/validated by the awarding body or a regulatory body or other quality assurance body prior to submission should also be described and relevant documentation attached. This should include information about the organisations which participated in the approval/validation, the feedback they offered and the steps taken to address any issues which were raised or conditions which were set.

What is the estimated uptake of this qualification and what is the basis of this estimate?

This question refers to the numbers of learners who are expected to take the qualification.

What investigations were carried out to test the likely uptake of the qualification and what steps were taken to ensure that the investigations truly reflected this market and provided robust estimates of uptake?

The basis of this estimate should include data about the number of jobs or places in courses of learning which will be available to people who are awarded the qualification.

In the case of established qualifications which have been revised before being submitted for inclusion in the National Qualifications Register, information about past and current uptake should be given.

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What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF?

In the case of qualifications based on occupational standards, the answer should include information about steps taken to identify existing occupational standards which could be used in the qualification and reasons for adopting/not adopting these standards. Where there is a degree of duplication, this must be justified in terms of evidence for need, endorsement from users/potential users, and steps taken to get recognition and ensure progression.

What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?

This anticipated date for a review of the qualification in line with NSQF policy on reviews set out in NQAF Manual 1 (NSQF Registration of Qualifications) should have been entered in the Summary. (Note that the National Skills Qualifications Committee may either accept this date or require an earlier review.)

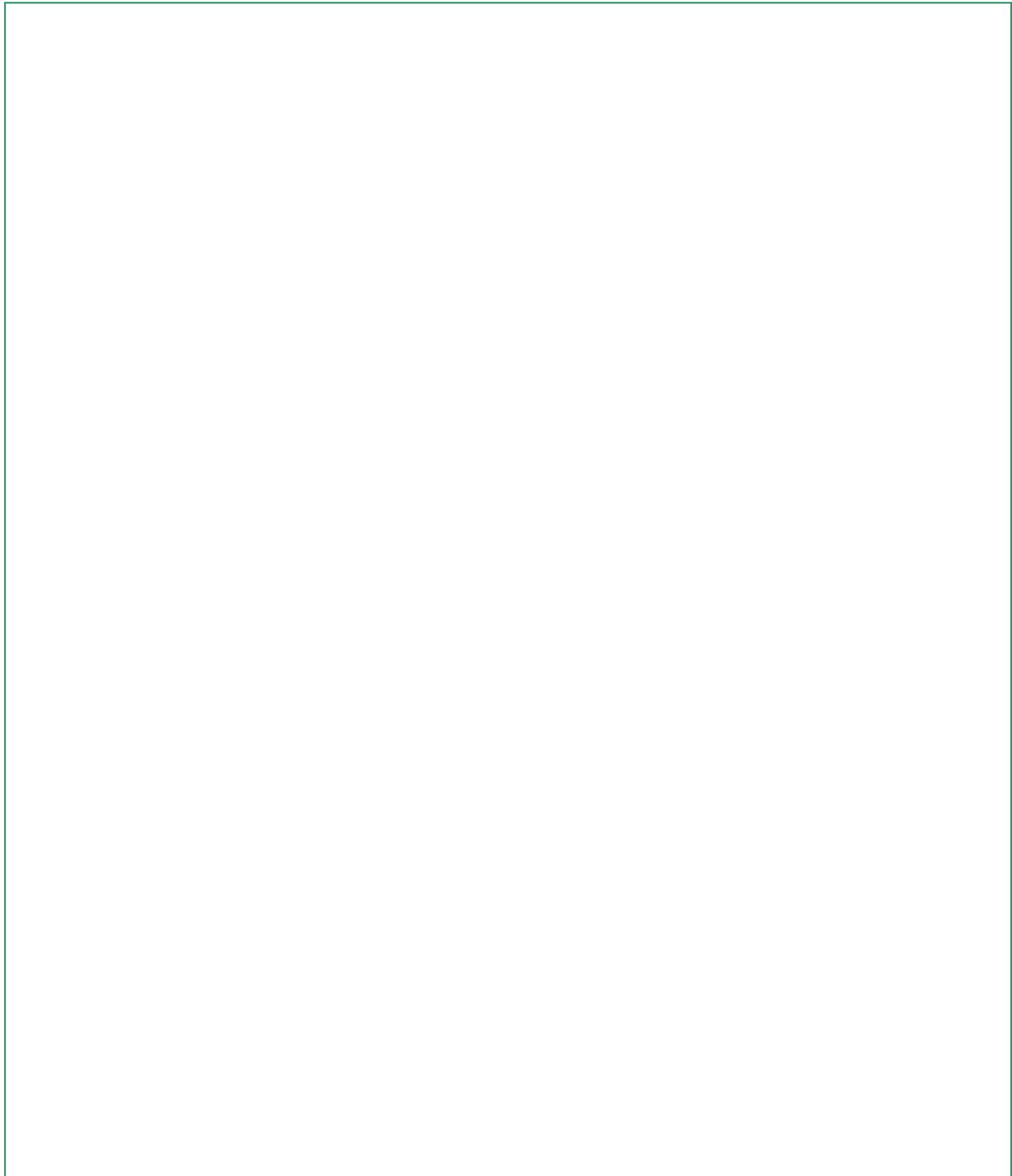
Awarding bodies should have processes for gathering quantitative data and qualitative feedback from providers, learners, and other users of the qualification (especially employers) on issues such as:

- numbers enrolling for and completing their qualifications,
- the extent to which the candidates for their qualifications represent the diversity of Indian society – data on candidates matched against national figures
- analyses of these data related to factors which can influence success - modes of learning, types and backgrounds of candidates, etc
- any difficulties experienced by individuals and providers in accessing their qualifications
- any difficulties experienced by teachers/trainers in delivering their qualifications
- any difficulties experienced by assessment bodies in providing valid and reliable assessments for the outcomes of their qualifications
- records of complaints and appeals.
- actual progression to employment and further learning as a percentage of completion
- ways in which the design of qualifications contribute to or impeded horizontal and vertical progression
- the demand for progression to other sectors and the extent to which this is met by their qualifications
- the extent to which their qualifications are used for recruitment to the labour market and/or admissions to further education/training programmes
- demand for new qualifications
- the provision and uptake of RPL related to their qualifications
- accuracy of the level and credit value of their qualifications
- infrastructure issues, eg availability of qualified teachers/trainers and assessors
- how far their portfolio of qualifications covers their sector

The nature of the data which will be routinely gathered and the means of gathering the data (sources and methods) should be explained here or in accompanying documentation. This process should be described here or in accompanying documentation, making clear how the feedback will be gathered (reports from field officers, returns from approved providers, surveys of the sector, electronically, by mail, or face to face, using structured or free-form schedules, etc).

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Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

SECTION 4

EVIDENCE OF PROGRESSION

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What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

Progression to work or further learning:

Give details if

- this qualification represents a stage in a recognised career pathway
- businesses or organisations use this qualification as a basis in recruiting workers
- this qualification is accepted for entry to courses of further learning (eg between vocational sectors, from vocational to general education, vice versa)

Vertical and horizontal progression from qualifications to qualification: if this qualification is designed to support progression from/to other qualifications, explain how it

- builds on the skills/knowledge acquired in a lower level qualification and makes for easy progression
- relates to other qualifications at the same level, making it easy for individuals to add new knowledge and skills, or acquire new specialisms
- articulates with qualification(s) at a higher level, making it easy for individuals to progress to the next level

Potential for international recognition and progression:

Give details of any international comparisons mentioned in the summary, mentioning job availability/mobility options internationally, preferably highlighting countries which have easy immigration for Indians that can perform the job roles relevant to the qualification.

Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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ANNEX A

NSQF LEVEL DESCRIPTORS

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
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1	Prepares person to/carry out process that are repetitive on regular basis require no previous practice,	Familiar with common trade terminology, instructional words, meanings and understanding.	Routine and repetitive, takes safety and security measures.	Reading and writing; addition, subtraction; personal financing; familiarity with social and religious diversity, hygiene and environment.	No responsibility; always works under continuous instruction and close supervision.
2	Prepares person to/carry out processes that are repetitive, on a regular basis, with little application of understanding, more of practice.	Material, tools and applications in a limited context, understands context of work and quality.	Limited service skills used in limited context; select and apply tools; assist in professional works with no variables; differentiate good and bad quality.	Receive and transmit written and oral messages, basic arithmetic, personal financing, understanding of social, political, and religious diversity, hygiene and environment.	No responsibility; works under instruction and close supervision.
3	Person may carry out a job which may require limited range of activities routine and predictable.	Basic facts, process and principle applied in trade of employment.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.	Under close supervision. Some responsibility for own work within defined limit.
4	Work in familiar, predictable, routine, situation of clear choice.	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment.	Responsibility for own work and learning.
LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility

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5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibility for others' works and learning.
6	Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Reasonable good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication.	Responsibility for own work and learning and full responsibility for other's works and learning.
7	Requires a command of wideranging specialised theoretical and practical skills, involving variable routine and nonroutine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
8	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.		Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.		
9	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.		Responsible for decision making in complex technical activities involving unpredictable work/study situations.		
10	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.		Responsible for strategic decisions in unpredictable complex situations of work/study.		

ANNEX B

NSQF LEVEL OUTLINES NSQF levels related to the labour market

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Level 1: Work requiring knowledge, skills and aptitudes at level 1 will be routine, repetitive, and focused on limited tasks carried out under close supervision. In some sectors, people carrying out these job roles may be described as “helpers”.

Individuals in jobs which require level 1 qualifications **may** be expected to be able to read, write, add and subtract, but will not normally be required to have any previous knowledge or skills relating to the work².

When employed, they will be instructed in their tasks and expected to learn and use the common terminology of the trade and acquire the basic skills necessary for the work.

Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers.

Level 2: Work requiring knowledge, skills and aptitudes at level 2 will also be routine and repetitive, and tasks will be carried out under close supervision. The individuals will not be expected to deal independently with variables which affect the carrying out of the work. People carrying out these work roles may be described as “assistants” and the range of tasks they carry out will be limited.

Individuals in jobs which require level 2 qualifications will normally be expected to be able to read and write, add and subtract. Their work may involve taking and passing on messages.

They may also be expected to have some previous experience, knowledge and skills in the occupation. When employed, they will be instructed in their tasks and expected to acquire the practical skills necessary to assist skilled workers and/or give a limited service to customers. They will learn about, and use, the materials, tools and applications required to carry out basic tasks in an occupation. They may have to select the appropriate materials, tools and/or applications to carry out tasks.

They will be expected to understand what constitutes quality in their job role and distinguish between good and bad quality in the context of the tasks they are given. Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers and, where appropriate, customers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers, but their contribution to team work may be limited.

Level 3: Work requiring knowledge, skills and aptitudes at level 3 will be routine and predictable. Job holders will be responsible for carrying out a limited range of jobs under close supervision. Their work may require the completion of a number of related tasks. People carrying out these job roles may be described as “partlyskilled workers”.

Individuals in jobs which require level 3 qualifications will normally be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation and should know the basic facts, processes

² In practice many workers at this level will have limited literacy and NOS and qualifications at this levels should reflect this – eg in relation to assessment.

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and principles applied in the trade for which they are qualified and be able to apply the basic skills of the trade to a limited range of straightforward jobs in the occupation.

They will be expected to understand what constitutes quality in their job role and more widely in the sector or sub-sector and to distinguish between good and bad quality in the context of the jobs they are given. Job holders at this level will be expected to carry out the jobs they are given safely and securely. They will work hygienically and in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers and/or clients.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social environment. They should be able to make a good contribution to team work.

Level 4: Work requiring knowledge, skills and aptitudes at level 4 will be carried out in familiar, predictable and routine situations. Job holders will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. People carrying out these jobs may be described as “skilled workers”.

Individuals in jobs which require level 4 qualifications should be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation in which they are employed, to appreciate the nature of the occupation and to understand and apply the rules which govern good practice. They will be able to make choices about the best way to carry out routine jobs where the choices are clear.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their job roles. Job holders at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers.

They will work hygienically and in ways which show an understanding of environmental issues.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment. They should be able to guide or lead teams on work within their capability.

Level 5: Work requiring knowledge, skills and aptitudes at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear.

Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others’ work and learning. People carrying out these jobs may be described as “fully skilled workers” or “supervisors”.

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have previous knowledge and skills in the occupation, and to know and apply facts, principles, processes and general concepts in the occupation.

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They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

Level 6: Work requiring knowledge, skills and aptitudes at level 6 will require the use of both standard and non-standard practices. Job holders will carry out a broad range of work which will require a wide range of specialised technical skills backed by clear factual and theoretical knowledge.

Individuals in jobs which require level 6 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They are likely to have full responsibility for others' work and learning. People carrying out these jobs may be described as "master technicians" and "trainers".

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and may be required to carry out mathematical calculations. They should also be able to collect data, organise information, and communicate logically about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have broad factual and theoretical knowledge applying to practice within the occupation, and a range of practical and cognitive skills. They will be able to generate solutions to problems which arise in their practice.

They will be expected to understand what constitutes quality in the occupation and to distinguish between good and bad quality in the context of all aspects of their work. They will be expected to work in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or manage.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

Level 7: Work requiring knowledge, skills and aptitudes at level 7 will take place in contexts which combine the routine and the non-routine and are subject to variations. Job holders will carry out a broad range of work which requires wide-ranging specialised theoretical and practical skills.

Individuals in jobs which require level 7 qualifications will normally be responsible for the output and development of a work group within an organisation. People carrying out these job roles are likely to be graduates. They may be described as "managers" or "senior technicians".

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and are likely to be required to carry out mathematical calculations as part of their work. They should also be skilful in collecting and organising information to communicate logically about the work.

They will be expected to have wide-ranging factual and theoretical knowledge of practice within the occupation, and a wide range of specialised practical and cognitive skills. They will be able to generate solutions to problems which arise in their work.

They will be expected to understand what constitutes quality in the occupation and distinguish between good and bad quality in all aspects of their work. They will be expected to work in ways which show a good

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understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out and manage.

In working with others, they will be expected to conduct themselves in ways which show a good understanding of the social and political environment.

Level 8: Individuals in jobs which require level 8 qualifications will normally be responsible for managing the work of a team and developing the team. The work will involve dealing with unpredictable circumstances affecting the work.

Their work will require the use of comprehensive knowledge and understanding of the occupational field and a commitment to self-development.

They will normally need an ability to develop creative solutions to problems requiring abstract thought. They will be required to show intellectual independence and a rigorous analytical ability. They will need to be good communicators.

Level 9: Individuals in jobs which require level 9 qualifications will normally be responsible for complex decision-making in unpredictable contexts.

They will have to exercise senior responsibility in an organisation and show mastery of the issues in the occupation and the ability to innovate.

Their work will require the use of advanced knowledge and skill. They may make contributions to knowledge in their field through research.

Level 10: Job Individuals in jobs which require level 10 qualifications will normally be responsible for strategic decision-making. The context of their work will be complex and unpredictable.

They are likely to be responsible for an organisation or a significant division of an organisation. They will have to provide leadership.

Their work will require highly specialised knowledge and problem-solving skills. They may make original contributions to knowledge in their field through research, scholarship or innovative practice.