TRAINING OF TRAINERS AND ASSESSORS
GUIDELINES FOR SHORT-TERM SKILL DEVELOPMENT PROGRAMMES

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"THE MANTRA TO STAY RELEVANT IN THE MIDST OF RAPIDLY CHANGING BUSINESSES AND MARKETS TODAY IS - SKILL, RESKILL AND UPSKILL. WITH THIS VISION, WE ARE CONSTANTLY TAKING CONCRETE STEPS TO CREATE A FUTURE-READY WORKFORCE."

HON'BLE PRIME MINISTER OF INDIA,
SHRI NARENDRA MODI

EXECUTIVE SUMMARY

These Guidelines outline the institutional mechanisms and processes for training of trainers and assessors for short-term skill development programmes in order to achieve the following:

a. Mapping and convergence of the multiple stakeholders within India's skills ecosystem offering training and certification programmes for Vocational Education and Training (VET) trainers and assessors

b. Selecting the best partners from among the various entities (such as National Skill Trainer Institutes, Private Universities, Public Universities, Private Training Providers and Industry) to become Academies for the Training of Trainers (ToT) and Training of Assessors (ToA).

c. Carrying out effective demand aggregation and ensuring suitable supply of competent trainers/assessors across geographies

d. Providing multiple programmes and pathways for a variety of trainers and assessors within India's skills ecosystem (i.e. Fresh Trainers, Experienced Trainers, Instructors from Industry, International Trainers, Curriculum Developers) to be certified

e. Providing suitable and high-quality hardware and software to support the effective delivery of training programmes through a hub and spoke model;

f. Comprehensive and continuous updating of industry relevant courses, including the latest adult training and assessment pedagogies/methodologies and emerging technologies

g. Continuous monitoring and quality assurance of institutes conducting ToT/ToA programmes

h. Continuous monitoring of trainers and assessors to ensure high-quality performance in the field and

I. Digitization of all administrative processes and systems supporting training, certification and monitoring of trainers and assessors

The Guidelines also include international best practices in accrediting institutions, delivering adult educator/assessor training, implementing quality assurance frameworks and harnessing technological support. The knowledge gained has been modified to suit India's skilling ecosystem, taking into account the priorities and challenges it faces in supplying competent trainers and assessors for short-term training programmes.

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1. INTRODUCTION

1.1. On 15th July 2015, the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India, launched the "Skill India" mission to train over 400 million people across different skills by 2022.

1.2. The shortage of competent trainers and assessors is a significant challenge to the Government of India's aim to skill India on such a large scale with speed and quality. It is estimated that 2.5 lakh certified trainers/assessors will be required[1].

1.3. Across India, the training of trainers and assessors for Vocational Education and Training (VET) is being conducted by (a) National Skill Trainers' Institutes under the Directorate General of Training (DGT), (b) Sector Skill Councils (SSCs) under the National Skill Development Corporation (NSDC), (c) Skill Universities, (d) Private Training Providers and (e) Assessment Agencies.

1.4 There exist common challenges to the training of trainers and assessors across these systems:

Table 1: Common Challenges in Training of VET Trainers and Assessors

Common Challenges in Training of VET Trainers and Assessors	
Lack of standardisation of eligibility criteria for trainers/assessors	No mandate on Private Training Providers/Assessment Agencies to hire certified trainers/assessors
Poor understanding of the scope of a trainer and assessor's job	Poor infrastructure for training of trainers and assessors
Lack of requirement for Continuing Professional Development	Lack of approved training curriculum and syllabus
No well-defined career path for a trainer/assessor and few opportunities for growth and continuous development	Lack of competent Master Trainers
No adequate regulatory and quality assurance framework	No formal and active feedback mechanism to capture 'learning experiences' of and 'outcomes' of trainers/assessors being trained
Varying institutional mechanisms and procedures for conducting training of trainers/assessors	Limited exposure of trainers/assessors to latest technological improvements within sector

[1]Calculation based on Working Group Report (2016) on Training of Trainers Road Map and Recommendations by National Skill Development Agency.

1.5 According to a Working Group Report by the National Skill Development Agency, in 2016, these challenges have led to the deployment of inadequately qualified trainers and assessors into India's VET ecosystem[2].

1.6 In an attempt to break this vicious cycle, these Guidelines will facilitate the creation of a ready supply of competent trainers and assessors for short-term VET training across India.

1.7 In summary, these Guidelines describe the main features of training trainers and assessors for short-term skill development programmes and the roles and responsibilities of key stakeholders governing and supporting their operation. It then outlines the framework for accrediting academies for the training of trainers and assessors and the courses delivered by them.

1.8 These Guidelines demonstrate how accredited academies should incorporate global best practices into the training and continuous assessment of adult trainers and assessors.

1.9 Lastly, these Guidelines outline a robust Quality Assurance Framework (QAF) that would ensure a high standard of quality in the delivery of courses and the IT-Platforms required for the same.

1.10 These Guidelines will be supported by a Standard Operating Procedure (SOP) which will provide detailed instructions on how to implement or adhere to the processes, frameworks and systems specified by these Guidelines.

[2]Ibid.

2. GLOSSARY

DGT	DIRECTORATE GENERAL OF TRAINING
ITI	INDUSTRIAL TRAINING INSTITUTE
MSDE	MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP, GOVERNMENT OF INDIA
NOS	NATIONAL OCCUPATION STANDARD
NSDC	NATIONAL SKILL DEVELOPMENT CORPORATION
NSTI	NATIONAL SKILL TRAINERS' INSTITUTE
NSQF	NATIONAL SKILLS QUALIFICATION FRAMEWORK
OJT	ON-THE-JOB TRAINING
QAF	QUALITY ASSURANCE FRAMEWORK
QP	QUALIFICATION PACK
SSC	SECTOR SKILL COUNCIL
SOP	STANDARD OPERATING PROCEDURE
TOT	TRAINING OF TRAINER
TOA	TRAINING OF ASSESSOR
VET	VOCATIONAL EDUCATION AND TRAINING

3. KEY FEATURES OF TRAINING OF TRAINER AND ASSESSOR INSTITUTES

3.1 Existing VET institutions such as NSTIs, Public and Private Universities, Skill Universities and Private Training Providers may apply for accreditation to train trainers and assessors for short-term skill development programmes. Accredited institutes should possess the following features:

CLEARLY DEFINED INTERNAL GOVERNANCE AND MANAGEMENT STRUCTURES	SUFFICIENT LINE-UP OF COMPETENT MASTER TRAINERS	ACTIVE MARKETING & MOBILISATION FUNCTION	COMPETENCY-BASED TRAINING AND CERTIFICATION COURSES FOR TRAINERS AND ASSESSORS OF VARYING LEVELS AND TYPES OF EXPERIENCE
CUSTOMISED PROGRAMMES AND COURSES FOR TRAINERS AND ASSESSORS IN RESPONSE TO INDUSTRY REQUIREMENTS	EMPHASIS ON LEARNING NEEDS OF A TECHNOLOGICAL AGE AND CONTINUOUS PROFESSIONAL DEVELOPMENT	INFRASTRUCTURE TO SUPPORT BLENDED LEARNING* AND CONTINUOUS FORMATIVE ASSESSMENT	JOINT CERTIFICATION WITH SECTOR SKILL COUNCILS FOR NSQF COURSES
RESIDENTIAL FACILITIES	STRONG INDUSTRY LINKS FOR OJT AND PLACEMENT OF TRAINERS AND ASSESSORS	SOUND FINANCIAL HEALTH BUSINESS SUSTAINABILITY AND FEE MANAGEMENT	DRIVERS OF INNOVATION AND RESEARCH IN TEACHING AND ASSESSMENT PRACTICES

CONSTANTLY DELIVERING HIGH-STANDARD OF QUALITY IN THE DELIVERY OF TRAINER AND ASSESSOR TRAINING COURSES.

*Blended learning includes classroom learning, OJT, and technology-enabled learning.

4. GOVERNANCE STRUCTURE

The key stakeholders, identified below, govern and support the effective delivery of ToT and ToA programmes by accredited Academies:

STAKEHOLDER		ROLE AND RESPONSIBILITIES
Ministry of Skill Development and Entrepreneurship, Government of India	Responsible for the co-ordination of all skill development efforts across India, bridging the gap between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills, and innovative thinking for jobs. Its initiatives are supported by a number of able-bodies including National Skill Development Corporation (NSDC) and Directorate General of Training (DGT)	• Strategic direction • Policy • Funding approvals
Joint Committee	Constituted by DGT and NSDC under the guidance of MSDE, to review and ensure the effective implementation and continuous improvement of these Guidelines. DGT and NSDC may nominate other committee members from time to time.	• Creation and updating of Guidelines • Conducting country-wide trainer and assessor demand aggregation study for short-term skill development programmes • Define common code of ethics for trainers, assessors and Master Trainers • Accreditation and de-accreditation of institutes conducting ToT/ToA programmes • Issuance and publication of ranking of institutes conducting ToT/ToA programmes

STAKEHOLDER		ROLE AND RESPONSIBILITIES
Project Management Unit (PMU)	PMU, established at NSDC, to assist the Joint Committee in the implementation of the central Accrediting, Quality Assurance and ICT frameworks and processes specified by this Guideline.	• Screening of Proposals for Accreditation • Formulation and presentation of accreditation/de-accreditation recommendations to the Joint Committee • Development of central ICT Framework specified by these Guidelines (refer to Section 9) • Procurement and liaison with Independent Audit Firm for the QAF (refer to Section 8)
Sector Skill Council (SSC)	SSCs are set up as autonomous industry-led bodies by NSDC. They create NOSs and QPs, develop competency frameworks and assess and certify trainees on the curriculum aligned to the NOSs.	• Creation and updating of - Eligibility criteria for trainers, assessors and Master Trainers - Orientation on Domain skill - Domain testing framework for trainers and assessors - Qualification Pack and assessment framework of Trainer, Assessor and Master Trainers - Curriculum for Training of Trainers, Assessor and Master Trainers

STAKEHOLDER		ROLE AND RESPONSIBILITIES
		• Service Level Agreements (SLAs) with accredited academies conductingToT/ To As programmes for joint assessment and certification and training and certification of Master Trainers
		• Participate in Certification Committees convened by accredited academies
		• Co-creation of continuous professional development courses for trainers and assessors with accredited academies

5. INSTITUTE AND COURSE ACCREDITATION

To train trainers and assessors for short-term skill development programmes, an institute shall be recognized as a **Trainer-Assessor Academy.** Trainer-Assessor Academies are fully equipped, state-of-the art, multi-sectoral centers of excellence established in collaboration with reputed industry partners and sector leaders across the country. Trainer-Assessor Academies are capacity building institutions that shall serve as focal points for the training and continuous development of trainers and assessors for India's vocational education and training programmes. These academies would be responsible for delivering training of trainers and assessors programmes throughout the year, in line with the revised model structure and requirements stated in the Guidelines and SOP for ToT & ToA. An Academy shall be accredited on two fronts: Institute Accreditation & Course Accreditation The accreditation of the institute and the courses it intends to deliver have specified parameters. The institute may affiliate courses during the accreditation process depending on the learning needs of the trainers and assessors.

5.1 Institute Accreditation

5.1.1 Existing public and private institutions such as National Skill Training Institutes (NSTIs), Public and Private Universities, Skill Universities, Industry Partners and Private Training Providers may apply for accreditation.

5.1.2 Institutes applying for accreditation must demonstrate that they have the following 9 pre-requisites in place to support sustainable and quality delivery of training courses for trainers and assessors.

Table 2: Pre-requisites for Institute Accreditation

S. No.	Pre-Requisite	Interpretation of Pre-Requisite
1.	**Legal Entity**	Institute's registered with appropriate registration and/or regulatory bodies and have local operation in the proposed location
2.	**Past Performance in Training and Placement**	Institute has a good track record in effectively training and placing candidates in the last 3 Financial Years
3.	**Clearly Defined Internal Governance and Management Structure**	Institute assigns duties and responsibilities to meet the needs and expectations of its stakeholders leading towards quality training of trainers/assessors. Each institute is to have a Management Team consisting of, but not limited to, the following individuals:

S. No.	Pre-Requisite	Interpretation of Pre-Requisite
		a. 1 Head of Institute b. 5 Vertical Heads reporting to Head of Institute in charge of: • Business Development and Industry Engagement • Training, Assessment and Certification • Professional Development and Administration • Communications and Marketing • Estates and Maintenance
4.	**Sound Financial Health of Proposing Entity**	Institute is in good financial health
5.	**Sufficient Line-up of Master Trainers**	Institute has a sufficient line-up of Faculty who meet the Master Trainer eligibility criteria of SSCs
6.	**Adequate Facilities and Equipment**	Institute has adequate facilities and equipment in place to meet the learning needs of participants
7.	**Systems and Capabilities in Place to Support Quality Delivery of Training of Trainer and Assessor Courses**	Institute has established systems and capabilities to support the following functions/processes: • Marketing and mobilisation function • Training Demand Aggregation • Eligibility check and pre-screening system • Registration and course fee payment system • Effective training and continuous assessment system (including the creation of e-portfolio by candidates for tracking and storage of OJT submissions and recordings) • Monitoring, evaluating and reporting on outcomes of training and assessment • Course quality assurance • Recruiting, monitoring, training and developing Master Trainers • Submission of training and assessment records to relevant certification bodies

S. No.	Pre-Requisite	Interpretation of Pre-Requisite
		• Issuance and storing certifications • Development and maintenance of an effective OJT/placement system • Review system for continuous improvements within the institute • Maintaining and storing programme participants and staff records accurately and securely
8.	**3-Year Business Sustainability Plan**	Institute has a 3-year business sustainability plan
9.	**Strong Industry Linkage**	Institute has linkages with reputable Training Providers/Assessment Agencies/Industry for the placement of trainers and assessors

5.2   Course Accreditation

5.1.1   All accredited institutes shall offer the Trainer/Assessor Certification Course outlined by these Guidelines in Section 6.

5.1.2   In addition, accredited institutes may offer other advanced (local and international) training and certification courses customized to the learning needs of trainers and assessors from different organizations and levels of experience.

5.1.3   To conduct any NSQF aligned trainer/assessor certification course, accredited institutes have to apply for Course Accreditation. Only courses that have the following 8 pre-requisites in place shall be accredited:

Table 3: Pre-Requisites for Course Accreditation

S. No.	Pre-Requisite	Interpretation of Pre-Requisite
1.	Learner Guide for Trainer/Assessor	Institute has a Trainer/Assessor Learner Guide for the course in accordance to the QP and Curriculum specified by the concerned SSC
2.	Trainer Guide for Master Trainer	Availability of a Master Trainer Guide in accordance to the QP, Curriculum and Assessment Framework specified by the concerned SSC
3.	Sub-Sector Specific Infrastructure	Institute has the requisite facilities and equipment for the course as specified by concerned SSC
4.	Certified Master Trainer	Institute has Master Trainer(s) trained and certified by concerned SSC
5.	Course Fee	Institute has a suitably priced course fee, as specified in the SOP
6.	Business Sustainability Plan	Institute has a 3-year business sustainability plan
7.	SLA with SSC	Institute has SLA with concerned SSC (but not limited to) the following: - Course Schedule for Year (April to March) - Training and Certification of Master Trainer - Roles, responsibilities, timelines of the institute and SSC in assessment and certification (including Assessment Framework) - Fee structure, revenue sharing and payment mechanism, as applicable

5.3   Application for Accreditation

5.1.1   The application format, instructions for submission (including the evidences/supporting documents to demonstrate the above-mentioned pre-requisites and any other requirements) and accreditation fees are specified in the SOP.

5.1.2   The Joint Committee reserves the right to modify and add to the aforementioned pre-requisites or impose restrictive conditions on the applications. For example, an accredited Academy may be denied accreditation of a course, if the domain/sector that it desires to train trainers/assessors in has reached saturation, based on the Trainer and Assessor Demand Aggregation for Short-term Skill Development Programmes.

5.1.3   An Academy can conduct an accredited course so long as its Accreditation remains valid. Notwithstanding the above, an accredited course may be withdrawn if there is no training and/or assessment conducted within 1 year of the Course Accreditation date.

5.1.4   Accredited Academies may conduct non-NSQF aligned trainer and assessor certification courses by informing the PMU.
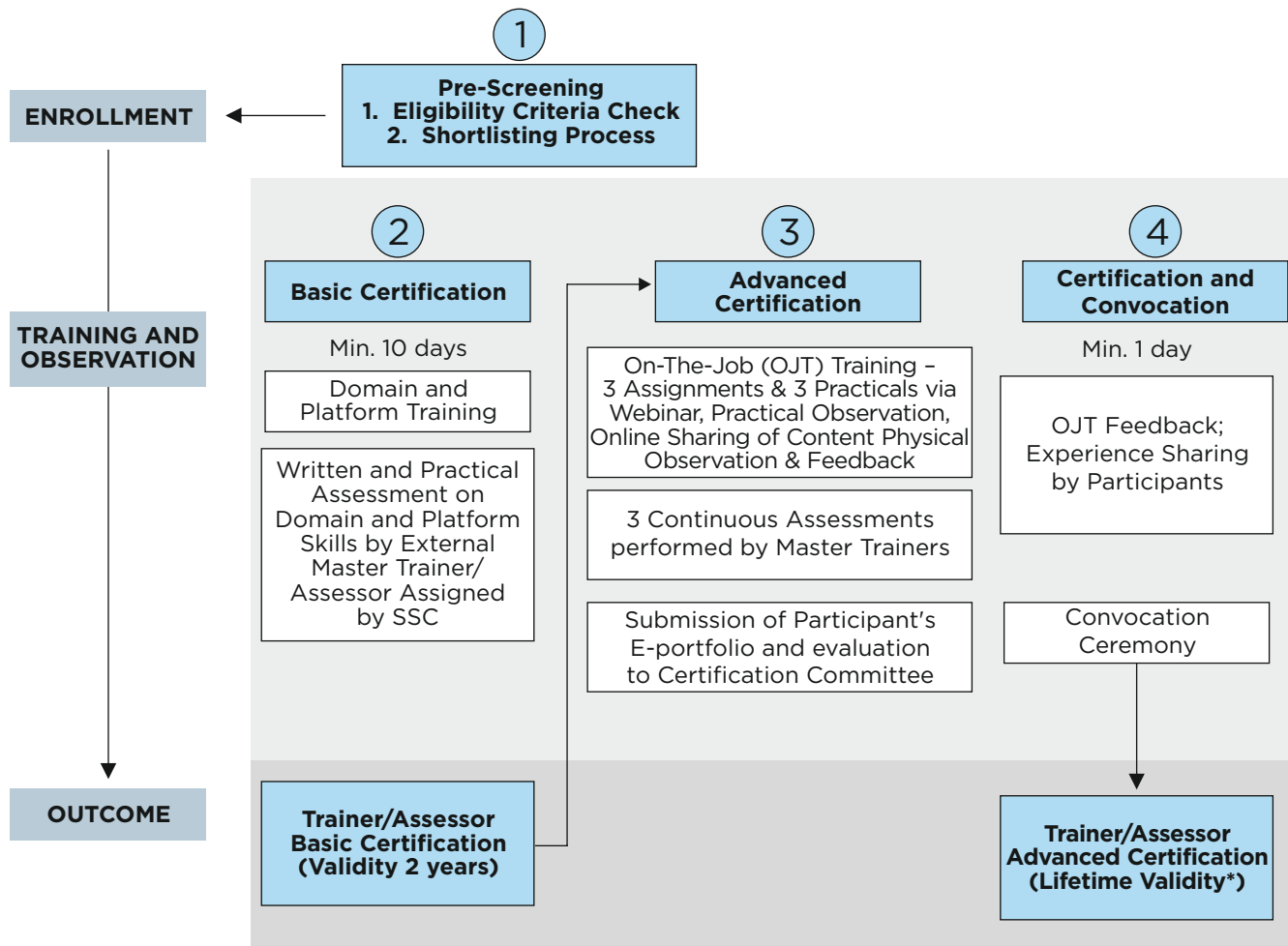
6. FRAMEWORK FOR CONDUCTING TRAINING OF TRAINERS AND ASSESSORS

1.1. The rise of advanced technologies such as artificial intelligence and machine learning has led to economic systems evolving rapidly. Along with these changes, skills sets are being disrupted and modes of training and delivery are evolving rapidly.

1.2. To address the challenges posed by these changes and the rising expectations for innovative skills training by stakeholders and end-beneficiaries, there is a global shift towards:

    a. Increased emphasis on work-place training/OJT of trainers and assessors as training providers, assessment agencies and industry are being hard-pressed to release employees for training

    b. Increased demand for online and blended learning therefore requiring trainers and assessors to harness technologies to enhance the accessibility, effectiveness and efficiency of learning and assessment and

    c. Reflective practice and self-directed learning for the continuous improvement and high performance of the trainers and assessors

6.3 All accredited Academies and SSCs are required to take into account these global shifts during the development and delivery of courses for trainers and assessors

6.4 The following paragraphs outline the revised framework for conducting the basic training of trainers and assessors course in line with these global shifts. It serves as a model for knowledge and skill acquisition through reflective practice, blended learning and continuous formative assessment

6.5 The Trainer/Assessor Certification Course covers the following 4 parts over a period of 4 months:

Trainer/Assessor Certification Course

(1)

Pre-Screening
1. Eligibility Criteria Check
2. Shortlisting Process

ENROLLMENT

(2)

Basic Certification

Min. 10 days

Domain and Platform Training

Written and Practical Assessment on Domain and Platform Skills by External Master Trainer/ Assessor Assigned by SSC

(3)

Advanced Certification

On-The-Job (OJT) Training – 3 Assignments & 3 Practicals via Webinar, Practical Observation, Online Sharing of Content Physical Observation & Feedback

3 Continuous Assessments performed by Master Trainers

Submission of Participant's E-portfolio and evaluation to Certification Committee

(4)

Certification and Convocation

Min. 1 day

OJT Feedback; Experience Sharing by Participants

Convocation Ceremony

TRAINING AND OBSERVATION

OUTCOME

Trainer/Assessor Basic Certification (Validity 2 years)

Trainer/Assessor Advanced Certification (Lifetime Validity*)

*Refresher trainings to be undertaken as per the Awarding Body

The programme has two levels of certification:

I. **Basic Certification:** Trainers/Assessors who successfully clear pre-screening, a classroom training and assessment on domain and platform skills. All trainers who achieve the passing requirements are awarded a certificate with a validity of 2 years.

II. **Advanced Certification:** Certified Trainers/Assessors who appear for an On-The-Job training component consisting of 6 assignment submissions, across a maximum 15-week period. The as-signments of the trainer/assessor are evaluated by the Master Trainer and one-to-one feedback and mentorship support is provided during the OJT period. The final assignments are presented before an independent Certification Committee for final approval. All trainers/ assessors who successfully clear this program are awarded a certificate with lifetime validity (with refresher courses as per the requirements of the job role).

6.6   The Trainer/Assessor Advanced Certification is course specific and has lifetime validity, with refresher trainings to be undertaken as per the Awarding Body. Trainers/assessors holding a valid Advanced Trainer/Assessor Certification shall be able to train/assess for all job roles specified within the course they have been certified in.

6.7   Accredited Academies shall work with concerned SSCs, to co-develop enhanced training and certificate programmes for the continuous development of Trainers/Assessors.

Part 1: Pre-Screening

6.8   Individuals interested in participating in the Trainer/Assessor Basic Certification Course shall register and apply for a programme at any accredited Academy and undergo a Pre-Screening process.

6.9   The Sector Skill Council shall first check the eligibility of interested individuals against the Trainer/Assessor Eligibility Criteria specified by SSCs for each course. Documentary proofs of education qualification and work experience must be submitted by the individual for verification and record.

6.10 The Sector Skill Council may also include a shortlisting process such as a test or an interview as part of the Pre-screening process.

6.11 The shortlisting process may consider demonstration of following competencies:
   •   Technical know-how as applicable to sectoral needs
   •   Ability to listen, speak, read and write in any regional language proficiently in a clear and confident manner
   •   Keenness to facilitate learning and assessment of adult learners
   •   Possession of basic ICT skills is preferred and
   •   Ability to source and analyze relevant materials from the internet or online databases for design and development of learning/assessment resources

6.12 Individuals would need to clear the required criterion in the pre-screening process in order to be deemed Eligible to enroll in the course.

Part 2: Classroom Training and Certification

6.13   Participants enrolled in the Trainer/Assessor Basic Certification Course will then undertake a 10 Day competency-based training at an accredited Academy, which will cover both Domain and Platform Skills Training.

6.14   The Classroom Training and Assessments may be scheduled as per the following plan:

S. No	Modules	No. of Days
1	Domain Training	Min. 1 day
2	Domain Assessment	Min. 1 day
3	Platform Training	Min. 7 days
4	Platform Assessment	Min. 1 day
	Total	Min. 10 days

Sector Skill Councils/Implementing Academies may extend the training and assessment days if the need arises.

6.15   A Domain Orientation followed by an assessment on the Domain skill shall be conducted by the Sector Skill Council and Academy to check an individual's knowledge of the Domain. The Domain Orientation may be for a minimum of 1 day.

6.16   The Platform Skills Training shall engage participants in a wide range of activities and shall cover the modules as indicated in the relevant model curriculum.

6.17   Accredited Academies are to ensure that the training delivered is in accordance to the standards and curriculum specified by SSCs for each module. Throughout the course, participants are to be oriented on the equipment, tools or technologies (current and emerging) relevant to their course.

6.18   Sector Skill Councils may choose to offer online programs for Basic Certification Course for selected job roles and for a selected target group of trainers/assessors, in alignment with advisories and norms issued by NSDC/MSDE

6.19   An External Master Trainer/Master Assessor(s) will be appointed by the concerned SSC to conduct assessments for the batch. The assessment shall be conducted in accordance with SSC specifications.

6.20 A participant has to achieve the pass percentage stipulated in the assessment framework in the SOP for both Domain and Platform Skills to become a certified trainer or assessor.

6.21 A Trainer/Assessor Basic certification will be issued jointly by the accredited Academy and concerned SSC to the participant. The certificate is valid for 2 years. Only trainers/assessors having a Basic Certification can proceed to Part 3 of the course to undertake the Advanced Certification Programme. Any participant who fails to clear the Part 2 assessment successfully may undertake the re-assessment with a subsequent batch of the same programme.

Part 3 - OJT and Continuous Assessment

6.22 The certified trainer/assessor may proceed back to the training centre/assessment agency where he or she is employed/hired. If the trainer/assessor is a free-lancer and is not attached to any training centre or assessment agency, he or she must be placed by the institute in an affiliated training centre/assessment agency.

6.23 The certified trainer/assessor then commences a OJT (upto 15 weeks) in the training centre/assessment agency he or she is in. The OJT includes a continuous assessment of Assignments (A) and Practical (P) sessions as per the following schedule shown in Table 5.

6.24 This part of the programme will be administered by the Academy through technology enabled platforms. A combination of delivery modes shall be utilized. Certified trainers/assessors should not be required to visit the Academy during the OJT, unless otherwise specified.

Table 4: OJT Assignment and Practical Schedule
Trainer Certification Course

WEEK	Assignment and Practical Schedule	Delivery Mode	Continuous Assessment
1.	OJT Briefing	Webinar/Physical Interaction	NIL
2.	A1: Design a Theory Lesson	a. Candidate Online Submission b. Review and Feedback on Lesson Plan by Master Trainer	Continuous Assessment 1 (combined assessment A1 and P1)

WEEK	Assignment and Practical Schedule	Delivery Mode	Continuous Assessment
3 to 5	P1: Conduct a Theory Lesson	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one virtual/physical Review and Reflection with Master Trainer	Continuous Assessment 1 (combined assessment A1 and P1)
6	A2: Design a Practical Lesson	a. Online Submission by candidate b. Review and Feedback by Master Trainer	Continuous Assessment 2 (combined assessment A2 and P2)
7 to 9	P2: Conduct a Practical Lesson	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one virtual/physical Review and Reflection with Master Trainer	Continuous Assessment 2 (combined assessment A2 and P2)
10	A3: Design an Assessment Plan	a. Candidate Online Submission. b. Review and Feedback on Assessment Plan by Master Trainer	Continuous Assessment 3 (combined assessment A3 and P3)
11 to 13	P3: Conduct an Assessment	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one virtual/physical Review and Reflection with Master Trainer	Continuous Assessment 3 (combined assessment A3 and P3)

WEEK	Assignment and Practical Schedule	Delivery Mode	Continuous Assessment
14 & 15	Evidence Compilation & CA Result Compilation and Submission to Certification Committee	On-line data sharing	NIL

The specified time durations are recommended to be followed.

National Assessor Certification Course

WEEK	Assignment and Practical Schedule	Delivery Mode	Continuous Assessment
1	OJT Briefing	Webinar	NIL
2	A1: Design a Theory Assessment Plan	a. Candidate Online Submission b. Review and Feedback on Assessment Plan by Master Trainer	Continuous Assessment 1 (combined assessment A1 and P1)
3 to 5	P1: Execute a Theory Assessment Plan	a. 45 minute in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one virtual/physical Review and Reflection with Master Trainer	Continuous Assessment 1 (combined assessment A1 and P1)
6	A2: Design a Practical Assessment Plan	a. Online Submission by candidate b. Review and Feedback by Master Trainer	Continuous Assessment 2 (combined assessment A2 and P2)
7 to 9	P2: Conduct a Practical Assessment	a. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one virtual/ physical Review and Reflection with Master Trainer	Continuous Assessment 2 (combined assessment A2 and P2)

WEEK	Assignment and Practical Schedule	Delivery Mode	Continuous Assessment
10	A3: Design a Practical Assessment Plan	a. Online Submission by candidate b. Review and Feedback by Master Trainer	Continuous Assessment 3 (combined assessment A3 and P3)
11 to 13	P3: Conduct a Practical Assessment	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer b. 1 Hour one-to-one virtual/ physical Review and Reflection with Master Trainer	Continuous Assessment 3 (combined assessment A3 and P3)
14 to 15	Evidence Compilation and CA Result Compilation and Submission to Certification Committee	On-line data sharing	NIL

The specified time durations are recommended to be followed.

6.25   The assessment framework for each assignment and practical is available in the 'OJT Implementation and Assessment Framework' provided in the SOP. Assignments and Practical are grouped into Continuous Assessments as indicated in the table above. Certified trainers/assessors would need to be marked competent on all criterion in order to pass the OJT component. Certified trainers/assessors who are not marked competent in all criterion will have to redo the OJT till competent.

6.26   The e-portfolio of certified trainers/assessors (i.e. all video recordings, submissions and continuous assessments conducted by the Master Trainer) would need to be submitted by the Master Trainer to the Certification Committee (see Section 6.28 for composition of the Certification Committee). The e-portfolio shall be archived for future reference when the participant is certified as a Trainer/Assessor in Part 4.

6.27   A certified trainer/assessor has to complete his/her OJT component before the certification expires. In circumstances whereby the certification has expired prior to the completion of the OJT component, the concerned trainer/assessorwould need to clear the assessments in Part 2 of the programme (i.e. Assessments and Certification) again.

6.28   Trainers/assessors are permitted to re-enroll in Part 2 of the programme and undergo direct assessments on the expiration of certification. A trainer/assessor can take assessments a total of two times for a given course.

6.29   Entry Parameters for Existing Trainers and Assessors:

•   To extend the validity of their Trainer/Assessor certification, trainers and assessors who have previously been certified by an SSC may enroll in an accredited Academy and directly appear for Domain and Platform Assessments, followed by Part 3 (OJT and Continuous Assessment) and Part 4 (Certification & Convocation) of the Trainer/Assessor Certification Course.

•   Trainers and Assessors who meet the eligibility criteria and have previous experience in training/assessment in the related occupation may enroll in an accredited Academy and directly appear for Domain and Platform Assessments, followed by Part 3 (OJT and Continuous Assessment) and Part 4 (Certification & Convocation) of the Trainer/Assessor Certification Course.

-       Trainers who qualify for this must have at least 500 hours of training experience in the related occupation in addition to specified pre-screening requirements

-       Assessors who would qualify for this must have assessed a minimum of 5 batches or atleast 100 students in the related occupation in addition to the specified pre-screening requirements

Part 4 –Certification and Convocation

6.30   Upon a batch's completion of Part 3 (OJT and Continuous Assessment), the Academy shall share each participant's e-portfolio with a constituted Certification Committee, to validate the continuous assessment results of participants. The Certification Committee shall determine if the certified trainer/assessor has been fairly and accurately assessed by the Master Trainer throughout Part 3. In case of any discrepancy, the Certification Committee may call upon the certified trainer/assessor or Master Trainer for an interview and suitably decide on an outcome. Accredited Academies are to ensure that the Certification Committee has at least one Academic Representative of Senior Level, the SSC Head for Trainers and Assessors, one Industry/Domain Expert and the Head of the accredited Academy.

6.31   The Certification Committee shall review the performance of the participants and the Academy shall accordingly inform certified trainers/assessors if they have been confirmed competent to be certified as Advanced Trainers/Assessors.

6.32   The Convocation Ceremony shall be completed within 1 to 2 days. Certified trainers/assessors who have completed Part 3 successfully will be invited to return to the respective accredited Academies to attend the Convocation.

6.33   During the Convocation, certified trainers/assessorswill share and reflect on their OJT experience with one another. Certified trainers/assessors deemed Competent will participate in a Convocation Ceremony organised by the Academy. Competent trainers and assessors will be awarded an Advanced Trainer/Assessor Certificate which has a lifetime validity (refresher trainings to be undertaken as per the Awarding Body).

6.34   Certified trainers/assessors deemed Not Yet Competent by the Certification Committee will be informed by the Academy to undergo Part 3 (OJT & Continuous Assessment) again. Any certified trainer/assessor who is unable to clear Part 3 before the certification expires, may undertake the re-assessment with a subsequent batch of the same programme. The assessments may be taken a total of two times.

6.35   Going forward, provisions for recognition of Trainers and Assessors for complementary job roles shall be created, through which Trainers and Assessors may be recognized on an identified set of complementary job roles.

7. FEE STRUCTURE FOR COURSES

7.1   Courses delivered by accredited Academies will be fee-based, unless otherwise specified.

7.2   The fee breakdown of a course, including the fee for the Basic and Advanced Certification programs shall be defined as per the directions in the SOP. The same will also be clearly displayed on websites and all publicity material.

8. QUALITY ASSURANCE FRAMEWORK

8.1 These Guidelines are reinforced by a robust Quality Assurance Framework (QAF) that ensures accredited Academies consistently maintain a high standard of quality in the delivery of training programmes for trainers and assessors.

8.2 Accredited Academies shall be assessed annually against the 8 Quality Standards. The Joint Committee reserves the right to modify and add to any of the standards mentioned below:

Quality Standard 1: Management Commitment and Responsibilities

S.No.	Criteria	Interpretation of Criteria
1	Vision, Mission and Values	Demonstrate commitment to achieve the institute's vision, mission and values towards training of trainers and assessors
		Communicate the vision, mission and values to key stakeholders.
		Review the vision, mission and values to ensure relevance
2	Strategic Planning	Demonstrate internal processes for demand aggregation
		Ensure work plans of the institute are aligned with institute's strategic plans
		Release Annual Training Calendar (April to March) approved by PMU at beginning of year and where necessary, revise plans
		Adherence to business sustainability plan
3.	Corporate Governance	Maintain a governance system that ensures transparency and accountability
		Ensure staff handling finances maintain accurate and proper record-keeping of financial data and fee payments
		Regularly monitor the institutes financial statements
		Review the institute's internal governance and financial procedures for continual improvement

Quality Standard 2: Course Quality Assurance

S.No.	Criteria	Interpretation of criteria
4.	System to ensure course material and assessment are pedagogically sound and contextualised	Management of course development is in place
		Internal validation of courseware is done to ensure alignment to prescribed standards or Guideline
		Facilitation and contextualisation of courseware are done to ensure currency and relevancy
5.	System to ensure candidates are screened/ profiled to ensure that the course(s) is fit for purpose	Systematic screening and domain-testing of candidates is in place as per Guideline
		Only candidates with the appropriate aptitude/ attitude are enrolled into the course
6.	System to continuously monitor and manage training activities	Continuous monitoring of training activities and materials is in place to ensure training activities and materials are in accordance to industry practices i.e. ensuring quality of training
7.	System to continuously monitor and manage assessment activities	Continuous monitoring of assessment activities and materials is in place to ensure assessment activities and materials are: • In accordance to the principles of assessment, i.e., valid, reliable, fair, and flexible; • In accordance to the rules of evidence, i.e., valid, sufficient, current and authentic; • In accordance to the SSC/certifying body specifications and SLA i.e. ensuring quality and currency of assessment content/setup

Quality Standard 3: Administrative System

S.No.	Criteria	Interpretation of Criteria
8.	System to provide support to candidates	Comprehensive support for Course advisory
		Career Progression
		Annual Course Schedule (including Pre-Testing Schedule)
		Fees and refund policy
		Retest/ appeal procedure
		Placement Support
9	System to ensure submission of assessment results is accurate and timely to SSCs	Assessment data is submitted in accordance to prescribed timeline as per SLA with SSC
		Results submitted are accurate as per SLA with SSC
10	System to ensure timely availability of certificates and full qualifications to candidates	Certificate must be available to participants within the prescribed timelines from the date of the assessment
		Full qualifications (including transcripts) are printed and distributed within prescribed timeline from date of assessment
11	System to ensure robustness of Data and Information Management	Collect data and manage information to measure and evaluate the achievement of all key performance indicators and related targets in the strategic plan for decision-making
		Establish a system to keep and manage data and relevant information of all students, graduates and staff
		Ensure the accuracy, reliability and accessibility of compiled data
		Ensure the availability of required organisational data and information in a timely manner to relevant stakeholders
		Ensure the confidentiality and security of all data and information kept, including electronic data, course assessment materials and results
		Leverage on a systematic process to analyse comparative data and information to drive organisational performance
		Review the data and information management systems; and confidentiality and security

S.No.	Criteria	Interpretation of Criteria
12.	System to ensure management of facilities and resource	Ensure the availability of infrastructure and equipment to deliver unobstructed training and assessment
		Adequacy of equipment, its appropriate usage and maintenance by the institute

Quality Standard 4: Master Trainer Management System

S.No.	Criteria	Interpretation of Criteria
13.	System to recruit and induct Master Trainers	The management system shall include pre-specified selection and recruitment of Master Trainers
		Manpower planning and deployment
		Staff code of conduct
14.	System to ensure Master Trainer performance is monitored, appraised and managed	Appraisal and performance monitoring
		Rewards and recognition
		Talent management and retention
15.	System to continuously train/develop the Master Trainers	Determine the training and development needs to build up competencies of all staff
		Monitor and analyse the adequacy and effectiveness of the training and development provided to staff
		Review the training and development plan for continual improvement

Quality Standard 5: Outcome Evaluation

S.No.	Criteria	Interpretation of Criteria
16	System to monitor and analyse indicators and outcomes	Clear articulation of indicators, including participation satisfaction rate. Trainee satisfaction rate minimally on these 4 areas: training programme, course material, trainers, facilities and logistical support
		Analysis of obtained data
		Follow up action(s) on analyzed data
		Clear articulation of indicators, including passing rate, attrition rate

Quality Standard 6: Feedback Management

S.No.	Criteria	Interpretation of Criteria
17	System to conduct Participant Satisfaction Survey	Conduct participant satisfaction survey(s) for services rendered. The participant satisfaction survey(s) shall cover the following: • Overall participant satisfaction level • Standard and quality of participant support services • Physical facilities and infrastructure • Effectiveness of communication • Participant's satisfaction with placement (if applicable) • Adequacy, accessibility and quality of teaching-learning resources and the school environment. • Master Trainer performance (i.e. quality of teaching) • Pre-course counselling experience of students • Assessment methods and frequency
		Use participant survey findings in the review of academic and administrative processes
		Review procedures of conducting participant survey for continual improvement
18	System to conduct Staff Satisfaction Survey for all staff.	The institute Staff/Team satisfaction survey shall cover the following: • Overall satisfaction level • Human resource policy and practices • Physical facilities and infrastructure • Training and continuous development opportunities provided • Effectiveness of communication • Teaching-learning resources and support (for Master Trainers) • Assessment methods and frequency (for Master Trainers)

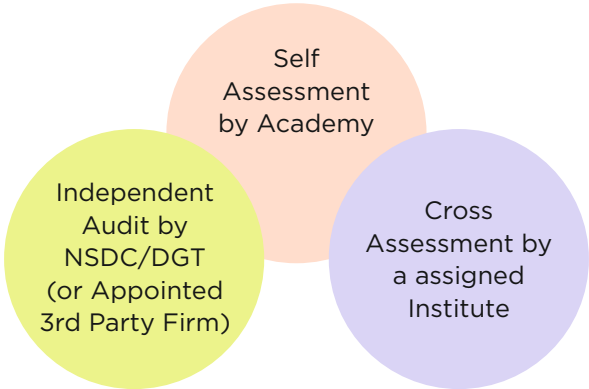| S.No.	Criteria	Interpretation of Criteria
		Use the staff survey findings in improving overall staff satisfaction and retention
		Review the procedure of conducting staff survey for continual improvement
19	System for Conduct of Employer Satisfaction Survey	Request employers of trainers and assessors the institute has certified to take satisfaction survey. The survey shall cover the following: • Assessment of trainers' ability to design and conduct/ assess a course • Inclusion of latest teaching and assessment practices in the classroom • Competence in utilisation of equipment/teaching aids and technology • Evidence of rational and critical thinking in interaction with candidates • Engagement in continuous professional development
		Use employer survey findings in the review of academic and administrative processes. Review procedures of conducting employer survey for continual improvement
20	System for outreach	Plan for proposed marketing outreach and strategies
		Mobilisation of candidates

Quality Standard 7: Fee Management

S.No.	Criteria	Interpretation of Criteria
21	System for fee management	Ensure that a breakdown of all fees is declared to participants and public in all marketing collaterals
		Audit of applicable accounts
		Ensure the issuing of an original receipt and maintenance of accurate records for every payment made by the Participants
		Ensure procedure for read missions, in case of non-completion or failure of a component by a participant

Quality Standard 8: Emphasis on Continuous Professional Development

S.No.	Criteria	Interpretation of Criteria
22	System for developing new courses and programmes for the continuous development of trainers and assessors	Conduct research and collect market insights into advancements in teaching and assessment practices by engaging academia, industry and trainer and assessor community
		Design and develop continuous professional development courses and programmes for trainers and assessors based on research and market insights
		Promote continuous professional development courses and programmes amongst the institute's own graduates and wider trainer and assessor community

8.3   Accredited Academies shall be assessed 3 times during the financial year to ascertain how well they are aligned to the Quality Standards specified above. Various quality assessment methodologies shall be utilised including:

Figure 2: Quality Assessment Methodologies

Self Assessment by Academy

Independent Audit by NSDC/DGT (or Appointed 3rd Party Firm)

Cross Assessment by a assigned Institute

Type of QAF Assessment	Who	Why	When	What
Self-Assessment	Undertaken by accredited Academy	To assess the Academy's baseline compliance to quality parameters	Within three months of commencement of operation and subsequently 1st quarter of every Financial Year	Assessment of 8 quality standards and criteria
Cross Assessment	Undertaken by an Institute chosen on the basis of randomized selection by PMU	To ensure transparency in self-assessment and to provide a learning opportunity for the assessing the Academy	Second quarter of the financial year.	Assessment of 8 quality standards and criteria
Independent Audit	Undertaken by NSDC or DGT (in case of NSITs) through third party auditor selected through suitable means	To determine competency to continue as an Academy	Fourth quarter of the financial year	Assessment of 8 quality standards and criteria Evaluation of Self-Assessment and Cross-Assessment in relation to independent assessment Record and evaluate additional parameters like: - Placement Records - Participant Feedback

8.1 The evidences/supporting document required to demonstrate compliance to the Quality Standards and criteria will be specified in the SOP.

8.2 In addition to the above, Participant Satisfaction Surveys and Master Trainer Satisfaction Surveys shall be administered online by the Learning Management System at the end of every batch (refer to Section 10).

8.3 An accredited Academy's Annual Quality Score shall be calculated post completion of the annual audit. It will include the scores obtained from the: a) cross examination, b) independent audit, c) feedback survey of participants and Master Trainers and d) the OJT placement rate of the Academy in assigned weigh tages (will be specified in the SOP).

8.4 All accredited Academies shall be ranked in accordance to the Annual Quality Score achieved. Rankings will be published on the relevant public domain. A yearly awards ceremony may be organized to recognize the achievements of the top 20% of the Academies. Academies ranked in the bottom 20% shall be considered for de-accreditation by the Joint Committee.

8.5 If an accredited Academy is dissatisfied with the ranking it has been awarded, it may raise any grievance to the Joint Committee for redressal.

9. ENABLING IT-PLATFORMS

A robust integrated IT-platform shall support the effective functioning of accredited Academies and the implementation of these Guidelines and QAF. The current SMART portal and National Portal for Trainers and Assessors (Takshashila) shall be upgraded to encompass the following features and functions:

ACCREDITATION PORTAL

- Online platform for institutions interested in becoming a TOT-TOA Academy
- Function to submit and process Institute and Course Accreditation Applications
- Online Submission of Evidences
- Online Payment Gateway for Accreditation Fees
- Function to download Accreditation Certificates from NSDC/DGT or SSCs

LEARNING MANAGEMENT SYSTEM

- Online platform for trainers and assessors
- First time users to create profile and e-portfolio
- Function for sharing videos and documents
- Function for collaborative learning and continuous feedback from Master Trainer
- Accessing teaching and learning resources
- Tools for online assessments and surveys with robust authentication tools

ACCREDITED ACADEMY INTERFACE

- Online platform to upload and edit Annual Training Calendar (link to Public Interface)
- Enroll participants for Accredited Courses
- Track Progress of Academy (indicators displayed on Public Interface)
- Track progress and status of participants
- Receipt of Notifications from PMU
- Time-sensitive Uploading of Self-Assessment Checklist and Evidence and Cross Assessment Checklist and Evidence of assigned institute (link to PMU Portal)

MASTER TRAINER INTERFACE

- Online platform for Master Trainers to access teaching and learning materials
- Track participant submissions and provide feedback
- Receive notification from SSCs
- Submit Grades
- Tools for creating online assessments and surveys

- Link to Master Trainer Interface (Tracking of Participant Progress, Submissions & Online Review)
- Access to results
- Link to SSC Interface (Submission of Entire E-portfolio for Validation and Verification)
- Certification receipt and storage
- Course and Assessment Payment Gateway (link to Academy and SSC Portal)

PMU PORTAL

- Review accreditation proposals
- Digital issuance of Accreditation Certificate and On-boarding/De-accreditation of Academy
- Tracking of Academy performance
- Assigning institute for cross assessment
- Uploading of Independent Assessment Results and Evidence
- Automated Tabulation of Academy's Quality Score (from data gathered by other portals - cross assessments, independent audit and satisfaction surveys)
- Issuance of Quality Ranking
- Receipt and address of grievances

SSC PORTAL

- Review course accreditation proposals forwarded by PMU
- View batches
- Assign External Master Trainer/Master Assessor for Assessments
- Receive and validate E-Portfolios & Continuous Assessment of Participants
- Issuance of Joint Certification with the Academy
- Uploading of learning and teaching resources accessible to Master Trainers

PUBLIC INTERFACE

- Information on Training of Trainer/Assessor Programmes
- Academy's Quality Ranking and Review (from PMU Portal and surveys conducted on Learning Management System)
- Master Trainer Quality Ratings (from surveys conducted on Learning Management System)
- Annual Training Calendar
- Sign Up function (link to accredited Academy's interface)
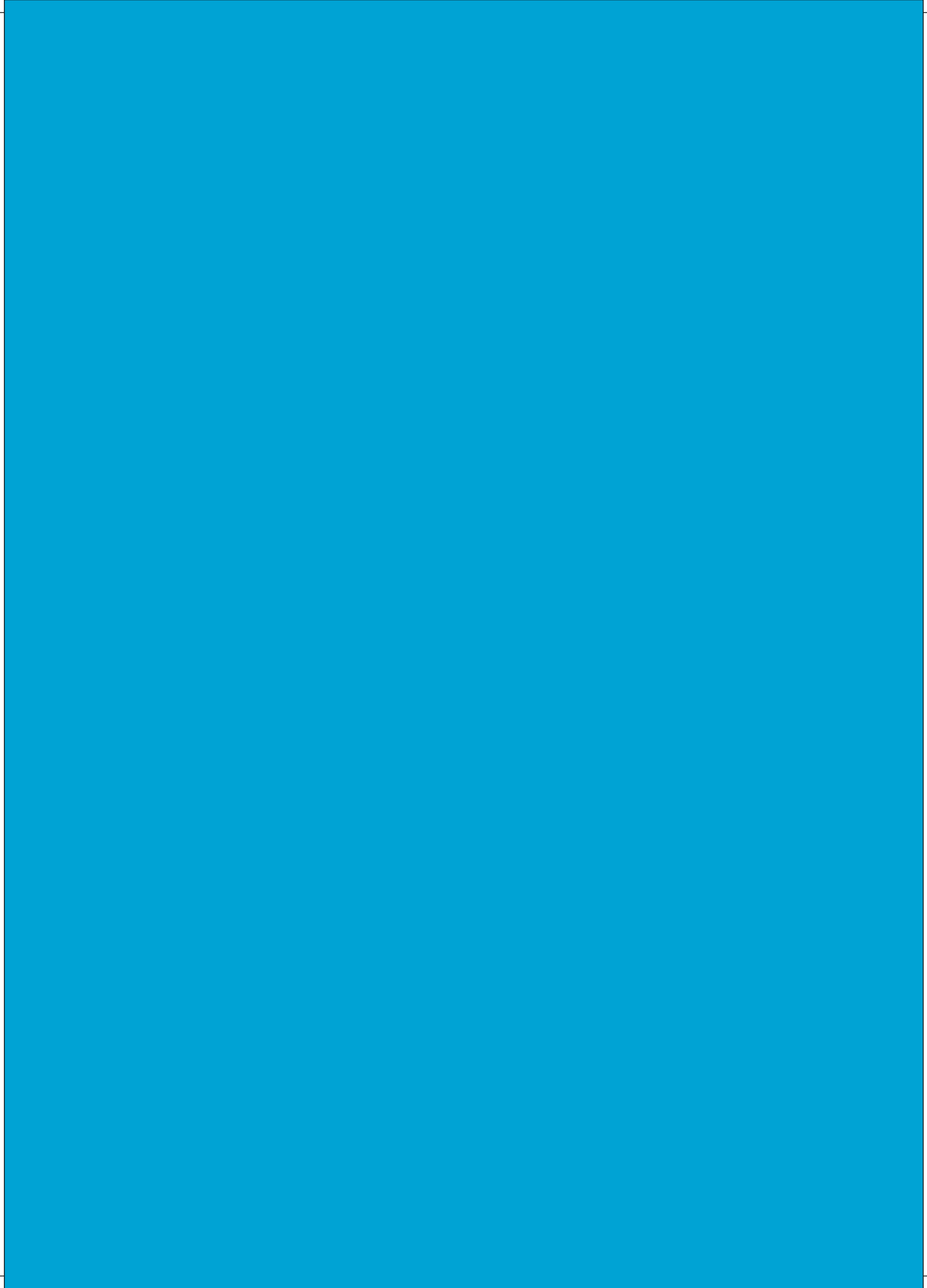- Mechanism for Raising and Redressal of Grievances

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Retailers Association's Skill Council of India (RASCI)	Regional Directorates of Apprenticeship Training, Kanpur
Apparel, Made-ups & Home Furnishing	VIT Vellore Sector Skill Council
Management & Entrepreneurship and Professional	Centurion University Skills Council
Beauty and Wellness Sector Skill Council	C.V. Raman College of Engineering
IT-ITeS Sector Skill Council	Manav Rachana Educational Institutions
Power Sector Skill Council	National Skill Development Corporation
Telecom Sector Skill Council	Ministry of Skill Development & Entrepreneurship, Government of India
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Kaziranga University	BFSI Sector Skill Council of India
Capital Goods Skill Council	National Skill Development Corporation