



# Model Curriculum

**QP Name: Wellness Neurotherapist**

**QP Code: BWS/Q2301**

**QP Version: 4.0**

**NSQF Level: 3**

**Model Curriculum Version: 4.0**

Beauty & Wellness Sector Skill Council  
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## Training Parameters

<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	Alternate Therapy & Rejuvenation
<b>Occupation</b>	Neurotherapy Services
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2264.0400
<b>Minimum Educational Qualification and Experience</b>	Grade 10 OR 8th grade pass with 3-year relevant experience in Health, Wellness, or Alternative Therapy OR Previous relevant qualification of NSQF Level 2 with 3-year relevant experience in Health, Wellness, or Alternative Therapy OR Previous relevant qualification of NSQF Level 2.5 with 1.5-year relevant experience in Health, Wellness, or Alternative Therapy
<b>Pre-Requisite License or Training</b>	—
<b>Minimum Job Entry Age</b>	16 years
<b>Last Reviewed On</b>	18-12-2025
<b>Next Review Date</b>	18-12-2028
<b>NSQC Approval Date</b>	On File Approval
<b>QP Version</b>	4.0
<b>Model Curriculum Creation Date</b>	18-12-2025
<b>Model Curriculum Valid Up to Date</b>	18-12-2028
<b>Model Curriculum Version</b>	4.0
<b>Minimum Duration of the Course</b>	450:00 Hrs.



Maximum Duration of the Course	450:00 Hrs.
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## Program Overview

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

### Training Outcomes

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

- Explain the objectives of the program
- List the career opportunities and projected growth as wellness neurotherapist
- Explain the roles & responsibilities of a as wellness neurotherapist
- Carry out preparation and maintenance of work area
- Carry out neurotherapy procedure as per recommendation
- Examine relevant discomfort points in the body, recommend appropriate procedure requirements
- Describe the application of health and safety practices at the workplace
- Describe the importance of personal hygiene and grooming while executing task
- Discuss the importance of employability skills

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
BWS/N2301- Prepare & Maintain work area for neurotherapy procedures V4.0, NSQF Level 3	10	20	—	—	30
Module 1 Introduction to the program and the role of a Wellness Neurotherapist	1	—	—	—	1
Module 2 Prepare and maintain work area for neurotherapy procedures	9	20	—	—	29
BWS/N2302- Carry out neurotherapy procedure as per recommendation V4.0, NSQF Level 3	80	160	—	—	240
Module 3 Carry out neurotherapy	80	160	—	—	240

procedure as per recommendation					
BWS/N9907-Use basic health and safety practices in neurotherapy workplace V4.0, NSQF Level 3	10	20	—	—	30
Module 4 Use basic health and safety practices in neurotherapy workplace	10	20	—	—	30
DGT/VSQ/N0102 Employability Skills (60 hours) NOS Version No. 1.0 NSQF Level 4	24	36	—	—	60
Module 5 Employability Skills	24	36	—	—	60
Introduction to Employability Skills	5	1	—	—	1.5
Constitutional values - Citizenship	0.5	1	—	—	1.5
Becoming a Professional in the 21st Century	1	1.5	—	—	2.5
Basic English Skills	4	6	—	—	10
Career Development & Goal Setting	1	1	—	—	2
Communication Skills	2	3	—	—	5
Diversity & Inclusion	1	1.5	—	—	2.5
Financial and Legal Literacy	2	3	—	—	5
Essential Digital Skills	4	6	—	—	10
Entrepreneurship	3	4	—	—	7
Customer Service	2	3	—	—	5
Getting ready for apprenticeship & Jobs	3	5	—	—	8
On-the-Job Training (Mandatory)	00:00	00:00	90:00	-	90:00
<b>Total Duration</b>	<b>124:00</b>	<b>236:00</b>	<b>90:00</b>	<b>—</b>	<b>450:00 Hrs</b>

## Module Details

### Module 1 Introduction to the program and the role of Wellness Neurotherapist

#### *Mapped to Bridge Module*

#### Terminal Outcomes:

- Explain the objectives of the program
- List the career opportunities and projected growth as a wellness neurotherapist
- Explain the roles & responsibilities of a wellness neurotherapist

<b>Duration:</b> 01:00 Hrs.	<b>Duration:</b> 00:00 Hrs.
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the objectives of the program</li> <li>• List the career opportunities and projected growth in wellness services</li> <li>• Explain the concept, history and evolution of wellness neurotherapy</li> <li>• Discuss the scope of Wellness Neurotherapist</li> <li>• Describe various methodology used in wellness neurotherapy</li> <li>• List the benefits of wellness neurotherapy</li> </ul>	
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Basic Stationary, study materials	

## Module 2 Prepare and maintain the work area for neurotherapy procedures

**Mapped to BWS/Q2301, V4.0**

### Terminal Outcomes:

- Carry out preparation and maintenance of work area

Duration: 09:00 Hrs	Duration: 20:00 Hrs
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the significance of maintaining hygienic, safe, disinfected and suitable ambient conditions for all types of client's at work place; such as by using air purifiers to reduce dust, dander, smoke, allergens &amp; odour resulting in a healthier, fresher &amp; cleaner environment and restructuring the workplace set-up by keeping a minimum distance of 2 meters in between two clientele, practicing social distancing by avoiding handshakes/ hugs to co-workers/ clientele, etc.</li> <li>• Identify and prepare equipment &amp; products required for the respective services</li> <li>• Discuss the instructions required in preparing a sterilization solution as per organizational standards using approved products and as per manufacturer's and checking leakages</li> <li>• Identify need of segregating recyclable, non-recyclable and hazardous waste generated in separate bin</li> <li>• Conduct employee awareness program; such as for COVID-19 by displaying posters/ signage's promoting regular hand-washing and respiratory hygiene in the premises</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate placing disposable sheet on a sanitized area and organize the sterilized/ disinfected products on it for service delivery; tools such as towels, durries, etc.</li> <li>• Demonstrate disposing of waste in the designated area at work place; waste materials such as disposable triple layered surgical face mask, disposable gloves, etc.</li> <li>• Demonstrate the use of electrical equipment while providing services and its proper maintenance when not in use</li> <li>• Prepare reports of materials and equipment securely in line with the organisational policies</li> <li>• Apply digital mode of payment to lessen any kind of cross infection; digital mode such as use of debit/credit cards, internet banking, mobile wallets, digital payment apps, etc.</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	





Anatomy & Physiology Charts, Appropriate Footwear, Lab Coat, Mask, Gloves, Headgear, Apron, Support Stands, Weighing Scale, Towels, Bed, Pillow, Mattress, Clean Linen, Sanitiser, Dustbin, etc.

## Module 3 Carry out neurotherapy procedure as per recommendation

**Mapped to BWS/Q2302, V4.0**

### Terminal Outcomes:

- Carry out neurotherapy procedure as per recommendation of the Wellness Neurotherapist

<b>Duration:</b> 80:00 Hrs	<b>Duration:</b> 160:00 Hrs
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the importance of setting-up workplace as per procedural requirement and organisational standards</li> <li>Discuss about the neurotherapy procedure &amp; requirements recommended for different customers; such as by checking that there are no new symptoms or conditions that may require attention prior to procedure &amp; declining procedures where any new symptoms warrant further requirement or medical attention by informing the customer politely, for e.g. open wounds, fracture indicated by increasing swelling, unusual tenderness, etc.</li> <li>Explain the nutrition and diet therapy at foundation level</li> </ul>	<ul style="list-style-type: none"> <li>Apply appropriate massage techniques; such as feather touch or light massage, deep tissue massage</li> <li>Apply pressure as per specifications in the recommendation and standard practice in line with organisational and referenced standards; such as target bodily points (area) for massaging, duration, direction, number of repetitions, extent of pressure, etc.</li> <li>Carry out the procedure sequence within acceptable time frames as per organisational standards</li> <li>Perform providing customer feedback, request or complaint regarding the environment as per the appropriate level of resolution or organisational standards</li> <li>Carry out maintaining the records as required post procedure, in line with organisational standards</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White board/ flip chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Appropriate Footwear, Lab Coat, Mask, Gloves, Headgear, Apron, Procedure Support Stands, Weighing Scale, Towels, Bed, Pillow, Mattress, Clean Linen, Sanitiser, Dustbin, Talcum Powder, Record Book	

## Module 4 Use basic health and safety practices in neurotherapy workplace

*Mapped to BWS/Q9907, V4.0*

### Terminal Outcomes:

- Describe the application of health and safety practices at the workplace

<b>Duration:</b> 10:00 Hrs	<b>Duration:</b> 20:00 Hrs
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>State the significance of personal protective equipment (PPE) &amp; its efficient supply at work place; PPE such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc.</li> <li>Discuss the importance of maintaining basic hygiene at work place to avoid any kind of cross infection; basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands &amp; taking bath at regular intervals, etc.</li> <li>Explain the importance of maintaining first aid kit at work place</li> <li>Identify and list potential risks and hazards in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and state significance of maintaining posture and position to minimize fatigue and the risk of injury</li> <li>Demonstrate the method of sterilizing equipment &amp; tools before and after use</li> <li>Prepare, maintain and report accident reports as per organisational policies</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White board/ flip chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Sanitiser, Tissue paper, Wipes, Dustbin, etc.	

## Module 5 DGT/VSQ/N0102 Employability Skills (60 hours)

### Introduction to Employability Skills

#### Mapped to DGT/VSQ/N0102

##### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>List different learning and employability related GOI and private portals and their usage</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

### Constitutional values - Citizenship

#### Mapped to DGT/VSQ/N0102

##### Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>Show how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Becoming a Professional in the 21st Century

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> <li>• Describe the benefits of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Basic English Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe basic communication skills</li> <li>• Discuss ways to read and interpret text written in basic English</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>• Read and interpret text written in basic English</li> <li>• Write a short note/paragraph / letter/e-mail using basic English</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Career Development & Goal Setting

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of career development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Create a career development plan with well-defined short- and long-term goals</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Communication Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of active listening for effective communication</li> <li>• Discuss the significance of working collaboratively with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Diversity & Inclusion

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Financial and Legal Literacy

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Essential Digital Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role of digital technology in today's life</li> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to operate digital devices and use the associated applications and features, safely and securely</li> <li>• Create sample word documents, excel sheets and presentations using basic features</li> <li>• Utilize virtual collaboration tools to work effectively</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Entrepreneurship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <3:00>	<b>Duration:</b> <4:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the types of entrepreneurship and enterprises <b>Discuss</b> how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>• Describe the 4Ps of Marketing- Product, Price, Place and Promotion and apply them as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sample business plan, for the selected business opportunity</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	



## Customer Service

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to maintain hygiene and dressing appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Getting ready for apprenticeship & Jobs

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration:</b> <3:00>	<b>Duration:</b> <5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>List the steps for searching and registering for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV)</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>Perform a mock interview</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12th pass with Diploma in Neurotherapy	Neurotherapy	2	Neurotherapy	1	Wellness Industry	Diploma should be minimum of 6 months period

Trainer Certification	
Domain Certification	Platform Certification
Certified to TOT for Job Role: “Wellness Neurotherapist” mapped to QP: “BWS/Q2301, v4.0”. Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “Master Trainer (VET and Skills) MEP/Q2601 v2.0”. Minimum accepted score is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12th pass with Advance Diploma in Neurotherapy	Neurotherapy	3	Neurotherapy	2	Wellness Industry	Diploma should be minimum of 6 months period followed by Advanced Diploma of minimum 3 months

Assessor Certification	
Domain Certification	Platform Certification
Certified to TOA for Job Role: "Wellness Neurotherapist" mapped to QP: "BWS/Q2301, v4.0". Minimum accepted score is 80%	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "Assessor (VET and Skills) MEP/Q2701 v2.0". Minimum accepted % as per respective SSC guidelines is 80%.



## Assessment Strategy

### Assessment system Overview

Assessment will be carried out by assessment partners with no link to training partners. Based on the results of assessment, B&WSSC will certify the learners. Assessor has to pass assessment of theoretical knowledge of the job role and approved by B&WSSC.

The assessment will have both theory and practical components in 25:75 ratio. While theory assessment is summative and a written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

### Testing Environment

Training partner has to share the batch start date and end date, number of trainees and the job role.

Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue.

Room where assessment is conducted will be set with proper seating arrangements with enough space to prevent copying.

Question bank of theory and practical will be prepared by assessment agency and approved B&WSSC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on his theoretical knowledge of the subject.

The theory and practical assessments will be carried out on same day. The question paper is pre-loaded in the computer (in case of online assessment) and it will be in the language requested by the training partner.

Presentation will be one mode of assessment and so computers and LDC projector will be available for assessment. Viva will also be used to gauge trainee's confidence and correct knowledge in handling job situations.

### Assessment Quality Assurance framework

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation.



Assessor shall be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them.

The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme.

In case of many candidates to be accommodated in one venue for theory assessment, caution is taken not to let the candidates who competed test meet those who have not. Once the first batch has moved out of the knowledge-based assessment area, the second batch must be taken from the main waiting area and seated in the respective seats for their knowledge-based assessment.

For practical, the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.

The assessment will be video recorded and submitted to B&WSSC. The training partner will intimate the time of arrival of the assessor and time of leaving the venue.

### **Methods of Validation**

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Aadhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment.

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment.

Video of the practical session is prepared and submitted to B&WSSC.

Random spot checks/audit is conducted by B&WSSC assigned persons to check the quality of assessment.

Assessment agency will be responsible to put details in SIP.

B&WSSC will also validate the data and result received from the assessment agency.

### **Method of assessment documentation and access**

The assessment agency will upload the result of assessment in the portal. The data will not be



accessible for change by the assessment agency after the upload. The assessment data will be validated by B&WSSC assessment team. After upload, only B&WSSC can access this data. B&WSSC approves the results within a week and uploads on SIP.

## References

## Glossary

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

## Acronyms and Abbreviations

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