Model Curriculum

QP Name: Assistant Technician (Harvest & Post-harvest Machine)

QP Code: AGR/Q1116

Version: 1.0

NSQF Level: 2

Model Curriculum Version: 1.0

Agriculture Skill Council of India || Unit No. 101, First Floor, Greenwoods Plaza,

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Training Parameters

Sector	Agriculture
Sub-Sector	Agriculture Crop Production
Occupation	Farm Machinery, Equipment Operation and maintenance
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7233.2800
Minimum Educational Qualification and Experience	No formal education
Pre-Requisite License or Training	NA
Minimum Job Entry Age	NA
Last Reviewed On	29/09/2023
Next Review Date	29/09/2026
NSQC Approval Date	29/09/2023
QP Version	1.0
Model Curriculum Creation Date	31/08/2023
Model Curriculum Valid Up to Date	29/09/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	210 Hours
Maximum Duration of the Course	210 Hours

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 should have acquired the listed knowledge and skills to:

- Discuss the role and responsibilities of a Harvest & Post-harvest Machine Assistant Technician.
- Demonstrate how to carry out repair and maintenance of the harvesting and post-harvest machineries.
- Explain the health, hygiene and safety measures to be adopted at the workplace.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
AGR/N1149: Perform repair and maintenance of harvesting and post-harvest machineries **NOS Version-1.0** **NSQF Level-2**	**60:00**	**90:00**	**0:00**	**0:00**	**150:00**
Bridge Module Module 1: Introduction to the role of a Harvest & Post-harvest Machine Assistant Technician	5:00	0:00	0:00	0:00	5:00
Module 2: Repair and maintenance of the harvesting and post-harvestmachineries	55:00	90:00	0:00	0:00	145:00
AGR/N9903 Maintain health and safety at the workplace **NOS Version-4.0** **NSQF Level-4**	**15:00**	**15:00**	**0:00**	**0:00**	**30:00**

Module 3: Hygiene and cleanliness	03:00	03:00	0:00	0:00	06:00
Module 4: Safety and emergency procedures	12:00	12:00	0:00	0:00	24:00
DGT/VSQ/N0101 **Employability Skills** **NOS Version-1.0** **NSQF Level-2**	**30:00**	**00:00**	**0:00**	**0:00**	**30:00**
Module 5: Employability Skills	30:00	00:00	0:00ss	0:00	30:00
Total Duration	**105:00**	**105:00**	**0:00**	**0:00**	**210:00**

Module Details

Module 1: Introduction to the role of an Assistant Technician Harvest & Post-harvest Machine

Bridge Module, Mapped to AGR/N1149 v1.0

Terminal Outcomes:

- Discuss the roles and responsibilities of an Assistant Technician Harvest & Post-harvest Machine.

Duration: 5:00	**Duration**: 0:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the size and scope of the agriculture industry and its sub-sectors. • Explain the role and responsibilities of an Assistant Technician Harvest & Post-harvest Machine. • Identify various employment opportunities for an Assistant Technician Harvest & Post-harvest Machine in the agriculture industry. • Explain the importance of individual's role in the workflow.	
Classroom Aids	
Training kit - Trainer guide, presentations, whiteboard, marker, projector, laptop, video films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Repair and maintenance of the harvesting and post-harvest machineries

Mapped to AGR/N1149 v1.0

Terminal Outcomes:

- Describe the process of examining the harvesting and post-harvest machineries to detect malfunctions, wear and tear or damage.
- Demonstrate the process of carrying out repair and maintenance of the harvesting and post-harvest machineries.

Duration: 40:00	Duration: 75:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the importance of carrying out regular maintenance and repair harvesting and post-harvesting machineries. • Identify various components of reapers and power threshers such as cutter bar, reel/ star wheel, windrower, etc. • Identify various attachments used with post-harvest equipment. • Explain relevant adjustments to be made to operate post-harvest machineries. • Explain the common defects found in reapers, threshers and post-harvest machineries. • Explain the service and maintenance procedures for harvesting and post-harvest machineries. • List various tools and equipment used in the repair and maintenance of the harvesting and post-harvesting machineries. • Describe the process to replace components in different types of reapers, threshers and post-harvest machineries.	• Examine crop-row divider and cutter bar for any wear and tear or damage. • Check the reel belt, thresher belt and v-belt for the required level of tension. • Inspect the drive pulley key and the belt for a secure connection. • Check all the nuts, bolts and reaper components are secured firmly. • Examine the conveyor belt, v-belt, cutter bar, knife, star wheels, pressure springs and lugs for wear and tear or damages. • Demonstrate the process of cleaning the reaper guards and thresher. • Show how to apply paint on the machine body and lubricant on the greasing points • Demonstrate how to adjust the blades and height of the reel to ensure the optimum cut length and correct gathering of crop respectively. • Show how to set the twine tension along with the tension in trigger spring to get the required bundle size. • Evaluate the performance of the feeding mechanism. • Examine the sieve and conclave for

	the correct size. • Demonstrate smoothening of rough grooves on the pulley surface along with the face of pliers. • Show how to adjust the base angle of feeding chute, concave gap and clearance, and the reel height and idler pulley as per the operator's manual. • Demonstrate setting the pegs on the threshing cylinder tightly. • Show how to refill the engine oil and fuel to the recommended levels. • Show how to set the cylinder-concave clearance and sieve slope as per the operator's manual. • Demonstrate the process of setting the recommended speed of blower/aspirator, sieves, and threshing cylinder. • Check the threshing cylinder for correct direction of rotation and any interference by rotating it manually. • Demonstrate the process of setting the recommended speed of blower/aspirator, sieves, and threshing cylinder. • Show how to clean the post-harvesting machineries such as cleaner/ grader, drying equipment, rice/ flour/ spice mill, oil expelling machines, chaff cutters etc. • Check the sieves and hoppers for correct oscillation and any wear and tear/ damage. • Examine the drying chamber, heating system and air distribution system of the dryer for wear and tear and correct functioning. • Inspect the components of mills and oil expelling machines, feeding chute, blade and gear for correct functioning, wear and tear and damage.

	• Demonstrate the process of installing new components to replace the worn-out or damaged ones. • Demonstrate the process of setting the cleaner feed rate, air flow rate, air temperature, grain flow rate in the dryer, plating space, Revolutions Per Minute (RPM), screen size, spacing between rubber rolls, feeding roller gap, cutting gap in chaff cutters, hydraulic press feed rate, operating pressure, moisture and temperature of oilseeds, frequency and amplitude of oscillations to as per the manufacturer's recommendations.
Classroom Aids	
Training kit (Trainer guide, Presentations)	
Tools, Equipment and Other Requirements	
Reaper, thresher, reaper binders, cleaners/ graders, milling machinery, sugarcane crushers and chaff cutters. Drying equipment, dal mill, rice mill, flour mill, Tools such as screwdriver set, pliers set, hammer set, set of chisels, set of files, hand hacksaw, set of spanners, set of sockets, set of pullers, pipe wrench, adjustable screw wrench, chisel set, tongs, hand grease gun, bench vice, micrometer, vernier callipers, screw jack, hydraulic jack, air compressor, washing machine, welding machine, bearing pullers, anvil, cotton jute etc Power cutter, Drill machine	

Module 3: Hygiene and cleanliness

Mapped to NOS AGR/N9903 v4.0

Terminal Outcomes:

- Discuss how to adhere to personal hygiene practices.
- Demonstrate ways to ensure cleanliness around the workplace.

Duration: *03:00*	Duration: *03:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the requirements of personal health, hygiene and fitness at work. • Describe common health-related guidelines laid down by the organizations/ Government at the workplace • Explain the importance of good housekeeping at the workplace. • Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.	• Demonstrate personal hygiene practices to be followed at the workplace. • Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. • Demonstrate the steps to follow to put on and take off a mask safely. • Show how to sanitize and disinfect one's work area regularly. • Demonstrate adherence to the workplace sanitization norms. • Show how to ensure cleanliness of the work area.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, cleaning equipment and materials, sanitizer, soap, mask	

Module 4: Safety and emergency procedures

Mapped to NOS AGR/N9903 v4.0

Terminal Outcomes:

- Describe how to adhere to safety guidelines.
- Show how to administer appropriate emergency procedures.

Duration: *12:00*	Duration: *12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the PPE required at the workplace. • Describe the commonly reported hazards at the workplace. • Describe the hazards caused due to chemicals/pesticides/fumigants. • Describe the basic safety checks to be done before the operation of any equipment/machinery. • Describe the common first aid procedures to be followed in case of emergencies. • State measures that can be taken to prevent accidents and damage s at the workplace. • Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures • State common health and safety guidelines to be followed at the workplace.	• Check various areas of the workplace for leakages, water-logging, pests, fire, etc. • Demonstrate how to safely use the PPE and implements as applicable to the workplace. • Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Sanitize the tools, equipment and machinery properly. • Demonstrate the safe disposal of waste. • Demonstrate procedures for dealing with accidents, fires and emergencies. • Demonstrate emergency procedures to the given workplace requirements. • Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements. • Demonstrate the administration of first aid. • Prepare a list of relevant hotline/ emergency numbers
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal protective equipment, first aid kit, equipment used in medical emergencies.	

Module 5: Employability Skills (30 hours)

Mapped to NOS DGT/VSQ/N0101 v1.0

Duration: 60:00

Key Learning Outcomes

Introduction to Employability Skills Duration: 1 Hour

After completing this programme, participants will be able to:

1. Discuss the importance of Employability Skills in meeting the job requirements

Constitutional values - Citizenship Duration: 1 Hour

2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
3. Show how to practice different environmentally sustainable practices

Becoming a Professional in the 21st Century Duration: 1 Hours

4. Discuss 21st century skills.
5. Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.

Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

Communication Skills Duration: 4 Hour

7. Demonstrate how to communicate in a well -mannered way with others.
8. Demonstrate working with others in a team

Diversity & Inclusion Duration: 1 Hour

9. Show how to conduct oneself appropriately with all genders and PwD
10. Discuss the significance of reporting sexual harassment issues in time

Financial and Legal Literacy Duration: 4 Hours

11. Discuss the significance of using financial products and services safely and securely.
12. Explain the importance of managing expenses, income, and savings.
13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

Essential Digital Skills Duration: 3 Hours

14. Show how to operate digital devices and use the associated applications and features, safely and securely
15. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely

Entrepreneurship Duration: 7 Hours

16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges

Customer Service Duration: 4 Hours

17. Differentiate between types of customers

18. Explain the significance of identifying customer needs and addressing them
19. Discuss the significance of maintaining hygiene and dressing appropriately

Getting ready for apprenticeship & Jobs Duration: 2 Hours

20. Create a biodata
21. Use various sources to search and apply for jobs
22. Discuss the significance of dressing up neatly and maintaining hygiene for an interview
23. Discuss how to search and register for apprenticeship opportunities

Annexure

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
12th Class	Class 12th with Science and having any Certificate in course in Farm Mechanization from recognized institutes	5	Agriculture Farm Machinery	0		Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honourable Discharge/Pension. SSC would consider a relaxation/waiver of sector-specific experience on a case-to-case basis.
Diploma	Diploma (Mechanical / Agriculture engineering)	3	Agriculture Farm Machinery	0		
ITI	ITI (Mechanical / Agriculture engineering)	3	Agriculture Farm Machinery	0		
Graduate	Graduate (Agriculture)	1	Agriculture Farm Machinery	0		For school Program minimum qualification of Trainer should be Graduate (Agriculture / Physics). Their Teaching experience will be considered industry experience
B. Tech	B Tech in Mechanical / Agriculture engineering.	0		0		

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "Assistant Technician Harvest & Post-harvest Machine", mapped to QP: "AGR/Q1116, v1.0", Minimum accepted score is80%	Recommended that the Trainer is certified for the Job Role: "Trainer (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0". Minimum accepted score as per MEPSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Graduation	B. Tech (Agriculture Engineering/Mechanical Engineering/Farm Machinery)	5	Agriculture/Farm Machinery/Mechanical Engineering and related streams	0		Practical skills and Knowledge required in the maintenance of farm machinery
Graduation	B.Sc. (Agriculture / Agriculture Engineering and related streams)	5	Agriculture/Farm Machinery/Mechanical Engineering and related streams	0		Practical skills and Knowledge required in the maintenance of farm machinery
Post-graduation	M. Tech(Agriculture Engineering/Mechanical Engineering/Farm Machinery)	2	Agriculture/Farm Machinery/Mechanical Engineering and related streams	0		Practical skills and Knowledge required in the maintenance of farm machinery
Post-graduation	M.Sc. (Agriculture / Agriculture Engineering and related streams)	2	Agriculture/Farm Machinery/Mechanical Engineering and related streams	0		Practical skills and Knowledge required in the maintenance of farm machinery
PhD	PhD (Agriculture / Agriculture Engineering/Farm engineering and related streams)	1	Agriculture/Farm Machinery/Mechanical Engineering and related streams	0		Practical skills and Knowledge required in the maintenance of farm machinery

Assessor Certification	
Domain Certification	**Platform Certification**
"Assistant Technician Harvest & Post-harvest Machine", "AGR/Q1116, v1.0", Minimum accepted score is 80%	Certified for the Job Role: "Assessor (Vet and Skills)", mappedto the Qualification Pack: "MEP/Q2701, v2.0",with a minimum score of 80%.

Assessment Strategy

Assessment System Overview

In Agriculture Sector it is of ultimate importance that individuals dealing with crop production or livestock have the requisite knowledge and competencies to undertake the task. Based on the Assessment Criteria, SSC in association with empaneled AAs, define the test structure for the given job roles to cover the required skills and competencies. Assessment strategy consists of the following:

1. Multiple Choice Questions: To assess basic knowledge (Objective/Subjective)
2. Viva: To assess awareness on processes (Oral and/or written questioning)
3. Practical: To evaluate skills and identify competencies. (Observation)

Assessments for knowledge and awareness on processes may be conducted through 'real time' internet-based evaluation or by conducting the same 'offline' through TABs. Skills and competencies are to be assessed by conducting 'practical' on ground through qualified and ToA certified assessors.

While it is important that an individual has adequate knowledge and skills to perform a specific task, weight age for different aspects for assessment are given as follows:

- Multiple Choice Questions: 20%-30%, depending on the specific QP
- Viva: 20%
- Practical: 50% - 60% (Involves demonstrations of applications and presentations of procedures/tasks and other components)
- Assessment will be carried out by certified assessors through empanelled assessment partners. Based on the results of assessment; ASCI will certify the learners/candidates

Testing Environment

Assessments are conducted on laptops, Mobiles and android tablets via both offline and online mode depending on the internet connectivity at assessment location.

In remote locations/villages, assessments get delivered through tablets without the requirement of Internet.

- Multilingual assessments (ASCI is conducting assessments in 13 + languages pan India)
- Rubric driven assessments in Practical/Viva sections and responses recorded accordingly
- All responses, data, records and feedback stored digitally on cloud
- Advanced auto-proctoring features – photographs, time-stamp, geographic-tagging, toggle-screen/copy-paste disabled, etc.
- Android based monitoring system
- End to end process from allocation of a batch to final result upload, there is no manual intervention
- Assessment will normally be fixed for a day after the end date of training / within 7 days of completion of training.

- Assessment will be conducted at the training venue
- Room where assessment is conducted will be set with proper seating arrangements with enough space to curb copying or other unethical activities
- Question bank of theory and practical will be prepared by ASCI /assessment agency and approved ASCI. Only from approved Question Bank 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, practical and viva assessments will be carried out on same day. In case of more number of candidates, number of assessors and venue facilitation be increased and facilitated

Assessment			
Assessment Type	**Formative or Summative**	**Strategies**	**Examples**
Theory	Summative	MCQ/Written exam	Knowledge of facts related to the job role and functions. Understanding of principles and concepts related to the job role and functions
Practical	Summative	Structured tasks/Demonstration	Practical application /Demonstration /Application tasks
Viva	Summative	Questioning and Probing	Mock interviews on usability of job roles/advantages /importance of adherence to procedures. Viva will be used to gauge trainee's confidence and correct knowledge in handling job situation

The question paper pre-loaded in the computer /Tablet and it will be in the language as requested by the training partner.

Assessment Quality Assurance framework

Assessment Framework and Design:

Based on the Assessment Criteria, SSC in association with AAs will define the test structure for the given roles to cover the required skills and competencies. ASCI offer a bouquet of tools for multi-dimensional evaluation of candidates covering language, cognitive skills, behavioral traits and domain knowledge.

Theoretical Knowledge - Item constructs and types are determined by theoretical understanding of the testing objectives and published research about the item-types and constructs that have shown statistical validity towards measuring the construct. Test item types which have been reported to be coachable are not included. Based on these, items are developed by domain experts. They are provided with comprehensive guidelines of testing objectives of each question and other quality measures.

Type – Questions based on Knowledge Required, Case-based practical scenario questions and automated simulation-based questions.

Practical Skills - The practical assessments are developed taking into consideration two aspects: what practical tasks is the candidate expected to perform on the job and what aspects of the job cannot be judged through theoretical assessments. The candidates shall be asked to perform either an entire task or a set of subtasks depending on the nature of the job role

Type – Standardized rubrics for evaluation against set of tasks in a demo/practical task

Viva Voce - Those practical tasks which cannot be performed due to time or resource constraints are evaluated through the viva mode. Practical tasks are backed up with Viva for thorough assessment and complete evaluation

Type – Procedural questions, do's and don'ts, subjective questions to check understanding of practical tasks.

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.

Type of Evidence and Evidence Gathering Protocol:

During the assessment the evidences collected by AAs and ASCI are:

- Geo Tagging to track ongoing assessment
- AA's coordinator emails the list of documents and evidences (photos and videos) to the assessor one day prior to the assessment. List is mentioned below:
    - Signed Attendance sheet
    - Assessor feedback sheet
    - Candidate feedback sheet
    - Assessment checklist for assessor
    - Candidate Aadhar/ID card verification
    - Pictures of classroom, labs to check the availability of adequate equipment's and tool to conduct the training and assessment
    - Pictures and videos of Assessment, training feedback and infrastructure.
- Apart from the Assessor, Technical assistant popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.
- To validate their work on the day of assessment, regular calls and video calls are done.
- On-boarding and training of assessor and proctor is done on timely basis to ensure that quality of the assessment should be maintained.
- Training covers the understanding of QP, NSQF level, NOS and assessment structure

Methods of Validation

- Morning Check (Pre-Assessment): Backend team of AA calls and confirms assessor/technical SPOC event status. Assessor/Technical SPOC are instructed to reach the centre on time by 9:30 AM / as decided with TC and delay should be highlighted to the Training Partner in advance.
- Video Calls: Random video calls are made to the technical SPOC/assessor so as to keep check on assessment quality and ensure assessment is carried out in fair and transparent manner
- Aadhar verification of candidates
- Evening Check (Post Assessment): Calls are made to the ground team to ensure event is over by what time and the documentation is done in proper manner or not.
- TP Calling: To keep check on malpractice activity, independent audit team calls to TP on recorded line to take confirmation if there was any malpractice activity observed in assessment on part of AA/SSC team. If calls are not connected, email is send to TP SPOC for taking their confirmation
- Video and Picture Evidence: Backend team collects video and pictures for assessment on real time basis and highlights any issue like, Students sitting idle/trainer allowed for helping out candidates during assessment.
- Surprise Visit: Time to time SSC/AA Audit team can visit the assessment location and do surprise audit for assessment process carried out by ground team.

- Geo Tagging: On day of assessment, each technical SPOC is required to login in our internal app which is Geo tagged. Any deviation with centre address needs to be highlighted to assessment team on real-time basis.

Method for assessment documentation, archiving, and Access:

- ASCI has fully automated result generation process in association with multiple AAs
- Theory, Practical and Viva marks forms the basis of the results and encrypted files generated to avoid data manipulation. All responses captured and stored in System with Time-Stamps at the end of AAs and SSC. NOS-wise and PC-wise scores can be generated.
- Maker Checker concept: 1 person prepares results and another audit result which is internally approved by AA at first and then gets vetted at the end of SSC
- All soft copy of documents is received from the on-ground tech team over mail. The same are downloaded by our internal backend team and saved in Repository. The repository consists of scheme wise folders. These scheme wise folders have job role specific folders. These specific folders have Year wise and Month wise folders where all documents are saved in Batch specific folders. All Hard copies are filed and stored in the storeroom.

Result Review & Recheck Mechanism –

- Time stamped assessment logs
- Answer/Endorsement sheets for each candidate
- Attendance Sheet
- Feedback Forms: Assessor feedback form, Candidate feedback form, TP feedback form
- The results for each of the candidate shall be stored and available for review (retained for 5 years/ till conclusion of project or scheme)

References

Glossary

Term	Description
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
Key Learning	Key learning outcome is the statement of what a learner needs to know, understand and be able to do to achieve the terminal outcomes. Aset of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
AGR	Agriculture
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
QP	Qualifications Pack
PwD	People with Disability
PPE	Personal Protective Equipment