

# Model Curriculum

**QPName: Introduction to Tally Operations & GST Calculations**

**QPCode:**

**QPVersion:**

**NSQFLevel:3.5**

**ModelCurriculumVersion:1.0**



# Table of Contents

Training Parameters.....	2
Program Overview .....	3
Training Outcomes.....	3
Compulsory Modules .....	3
Elective Modules .....	3
Optional Modules .....	4
Module Details.....	6
Module1: Name .....	6
Module2: On-the-Job Training.....	7
Annexure.....	8
Trainer Requirements .....	8
Assessor Requirements.....	9
Assessment Strategy .....	10
References .....	11
Glossary.....	11
Acronyms and Abbreviations.....	12



# Training Parameters

<b>Sector</b> <Please copy-paste this information from the respective Qualification Pack.>	BFSI
<b>Sub-Sector</b> <Please copy-paste this information from the respective Qualification Pack.>	Accounts
<b>Occupation</b> <Please copy-paste this information from the respective Qualification Pack.>	Account Assistant
<b>Country</b> <Please copy-paste this information from the respective Qualification Pack.>	India
<b>NSQF Level</b> <Please copy-paste this information from the respective Qualification Pack.>	3.5
<b>Aligned to NCO/ISCO/ISIC Code</b> <Please copy-paste this information from the respective Qualification Pack.>	NIL
<b>Minimum Educational Qualification and Experience</b> <Please copy-paste this information from the respective Qualification Pack.>	10 <sup>th</sup> Grade pass and pursuing continuous schooling with commerce stream Or 11 <sup>th</sup> Pass with commerce stream Or 10 <sup>th</sup> class pass with 1.5 years of relevant experience.
<b>Pre-Requisite License or Training</b> <Please copy-paste this information from the respective Qualification Pack.>	NA
<b>Minimum Job Entry Age</b> <Please copy-paste this information from the respective Qualification Pack.>	NA
<b>Last Reviewed On</b> <Please copy-paste this information from the respective Qualification Pack.>	-
<b>Next Review Date</b> <Please copy-paste this information from the respective Qualification Pack.>	-
<b>NSQF Approval Date</b> <Please copy-paste this information from the respective Qualification Pack.>	24-01-2025
<b>QP Version</b> <Please copy-paste this information from the respective Qualification Pack.>	1
<b>Model Curriculum Creation Date</b> <Please enter the date on which QRC approval is received for the Model Curriculum.>	-
<b>Model Curriculum Valid Upto Date</b> <Please enter the next review date of the Qualification Pack or sooner.>	23-01-2028
<b>Model Curriculum Version</b> 1.0, 2.0, 3.0, 4.0 and soon>	-
<b>Minimum Duration of the Course</b> <Minimum Duration = Theory + Practical + Elective (if any) with the least duration + OJT Mandatory (if any)>	120 hrs
<b>Maximum Duration of the Course</b> <Maximum Duration = Theory + Practical + All Options and Electives (if any) + OJT Mandatory (if any)>	120 hrs



# Program Overview

## Module-1

- Introduction to Accounting
- Accounting Terminology or accounting vocabulary
- Principles of accounting
- Discovering the foundations of bases of accounting
- Accounting procedures- Rules of Debit and Credit

## Module-2

1. Introduction to GST
2. GST in India and Introduction to GST Council
3. Levy under GST Regime
4. Liability under GST
  - Part 1: Simple Conceptual understanding.
  - Part 2: Special circumstances and rectification of errors.
5. Important Concepts under GST
  - a. Time of supply
  - b. Nature of supply
  - c. Place of supply
  - d. Value of supply
6. Accounts and various documents under GST
  - a. Tax Invoice
  - b. Bill of Supply
7. Returns under GST
  - a. GSTR-1
8. Payment of GST

## Module-3

1. Introduction of Tally and Impact of Manual and Computer Accounting in current Environment.
2. Creation of Company and its security.
3. Configuration of Tally Set up, GST Rate and HSN Code.
4. Creation of Masters, Ledgers, Sub-Ledgers, stock items Measurement of unit etc.
5. Entry of Vouchers
  - a. Sale
  - b. Purchase
  - c. Cash Receipt and bank Receipt
  - d. Payment- Cash and Bank Both
  - e. Journal
6. GST Compliances
  - a. Return of GSTR-1
7. Reports
  - a. Printing of various ledgers



## Compulsory Modules

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

NOS and Module Details	Theory Duration (hrs.)	Practical Duration (hrs.)	On-the-Job Training Duration (Mandatory) (hrs.)	On-the-Job Training Duration (Recommended)	Total Duration (hrs.)
Introduction to Tally Operations & GST Calculations	30	60	30	0	120

## Elective Modules

The table list the modules and their duration corresponding to the Elective NOS of the QP.

### Elective1:

NOS and Module Details	Theory Duration (hrs.)	Practical Duration (hrs.)	On-the-Job Training Duration(Mandatory) (hrs.)	On-the-Job Training Duration(Recommended) (hrs.)	Total Duration (hrs.)
<b>NOS Code – NOS NameNOSVersionNo. NSQFLevel</b>					
{Module1: Accounting Overview}	10	10	10	0	30
{Module2: Important Concept under GST}	10	10	10	0	30
{Module 3: Tally GST}	10	40	10	0	60
<b>TotalDuration</b>	30	60	30	0	120

### Elective2:<NameoftheElective>

NOSandModuleDetails	Theory Duration	Practical Duration	On-the-JobTrainingDuration(Mandatory)	On-the-JobTrainingDuration(Recommended)	TotalDuration
<b>NOS Code – NOS NameNOSVersionNo. NSQFLevel</b>	NA	NA	NA	NA	NA
{Module8:Name}	-	-	-	-	-
{Module9:Name}	-	-	-	-	-
<b>TotalDuration</b>	-	-	-	-	-

## Optional Modules

4|Introduction to Tally Operations & GST Calculations>



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

**Option1:**<NameoftheOption>

NOSandModuleDetails	Theory Duration	Practical Duration	On-the-JobTrainingDuration(Mandatory)	On-the-JobTrainingDuration(Recommended)	TotalDuration
<b>NOS Code – NOS NameNOSVersionNo. NSQFLevel</b>	NA	NA	NA	NA	NA
{Module10:Name}	-	-	-	-	-
{Module11:Name}	-	-	-	-	-
<b>TotalDuration</b>	-	-	-	-	-

**Option2:**<NameoftheOption>

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>NOSCode–NOSName</b>					



<b>NOSVersionNo.</b>	NA	NA	NA	NA	NA
<b>NSQFLevel</b>					
{Module12:Name}	-	-	-	-	-
{Module13:Name}	-	-	-	-	-
<b>NOS Code – NOS NameNOSVersionNo.</b>	NA	NA	NA	NA	NA
<b>NSQFLevel</b>					
{Module14:Name}	-	-	-	-	-
<b>TotalDuration</b>	-	-	-	-	-






## Module Details

<Create a separate entry for each module and include all fields

### Terminal Outcomes:

Duration:<hh:mm>	Duration:<hh:mm>
<b>Learning Objective</b> <b>Module -1</b> <ul style="list-style-type: none"> <li>To understand the concept of accounting.</li> <li>Do comparative study of accounting and bookkeeping.</li> <li>To understand the systems of accounting.</li> <li>To understand various parties interested in accounting information.</li> <li>Compare branches of accounting to develop critical thinking.</li> <li>To understand the concept of capital. Identify various assets and liabilities</li> <li>To understand different type of expenses and revenue.</li> <li>To understand and define the key principles of accounting.</li> <li>To apply accounting principles in real -life -situations.</li> <li>To analyze financial transactions using Accounting Principles to make better business decision.</li> <li>To understand the concept of cash and approval basis of accounting.</li> <li>To Comprehend Primary difference between the cash faces and equivalent basis of accounting.</li> <li>To analyze the impact of each accounting method of financial statement Add business decision making.</li> <li>To develop critical thinking skills by comparing the advantages and disadvantages of each accounting method.</li> <li>To understand the meaning of Account.</li> <li>To Know and apply the golden rules of accounting.</li> <li>To identify and classify different types of account.</li> </ul> <b>Module -2</b> <ul style="list-style-type: none"> <li>To introduce concept of GST.</li> <li>Implementation of GST in India and</li> </ul>	<b>Learning Outcome</b> <b>Module -1</b> <ul style="list-style-type: none"> <li>Will be able to describe the meaning, significance, objectives, advantages and limitations of accounting in the modern economic environment.</li> <li>Explain the various terms used in accounting and differentiate between different related terms like current and non-current, capital and revenue. give examples of terms like business transaction, liabilities, assets, expenditure and purchases.</li> <li>State, the meaning of fundamental accounting assumptions and their relevance in accounting. describe the meaning of accounting assumptions and the situation in which an assumption is applied during the accounting process.</li> <li>Acknowledge the fact that recording of accounting transactions follows double entry system. Explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct financial position of an enterprise.</li> <li>Explain the effect of a transaction (increase or decrease) on the assets, liabilities, capital, revenue and expenses and how to apply the knowledge of basic accounting rules in solving real life business transactions and situations.</li> </ul> <b>Module -2</b> <ul style="list-style-type: none"> <li>Familiarity with concept of GST.</li> <li>Introduction to levy of GST, different tax</li> </ul>



				
<p>working of GST Council.</p> <ul style="list-style-type: none"><li>• Taxable event in GST, different types of tax in GST.</li><li>• Concept of taxable event in GST, aggregate turnover.</li><li>• To introduce the important concept for day to day working.</li><li>• Introduction to various accounts and documents required under GST.</li><li>• Introduction to various returns under GST.</li><li>• Introduction to process of payment of GST.</li></ul>			<p>subsumed in GST, working of GST council.</p> <ul style="list-style-type: none"><li>• Concept of CGST/SGST/IGST.</li><li>• Incidence when a person is liable to pay tax under GST.</li><li>• To get students understand the basic concept which are necessary for understanding taxable event, tax liability, classification of goods/ services, and various events which are necessary for day to day working.</li><li>• Familiarity with various accounts and vouchers including Invoice, E-way Bill, Debit/Credit Notes etc.</li><li>• Familiarity with GST return.</li><li>• Payment out of input credit through cash.</li></ul>	
<p><b>Module -3</b></p> <ul style="list-style-type: none"><li>• Understanding the importance of keeping accounts on computer software and role of Tally.</li><li>• Capable to create multiple companies on Tally and setting security features to protect manipulations.</li><li>• To develop capability to configure Tally set up w.r.t GST Rates, HSN Code.</li><li>• To develop Capability to create Masters, Groups, Ledgers, Sub- Ledgers, Stock items with measurement of unit.</li><li>• To develop capability of making various types of entries on Tally e.g. Sale, Purchase, Cash, Bank, Journal</li><li>• To develop capability to prepare and file GSTR-1 Return.</li><li>• Capability to print various ledgers from Tally software.</li></ul>			<p><b>Module -3</b></p> <ul style="list-style-type: none"><li>• Capable to explain the importance of maintaining the accounts on Tally and the features on Tally.</li><li>• Capable of creating company on Tally and configure security features, GST Rate, HSN Code etc.</li><li>• Independently capable to create masters, groups, ledgers, stock items as per the requirements of business.</li><li>• Independently able to enter various business transactions on Tally e.g. Sale, Purchase, Bank etc.</li><li>• Independently prepare GSTR-1 and file GSTR-1 on GST portal.</li><li>• Take out print various ledgers on demand by seniors.</li></ul>	
			<p>&lt;Outcomesshouldbeincontinuationoftheleadingline "Participantswillbeableto"&gt;</p>	
<p><b>Classroom Aids:</b></p>				
<p>White Board ,Marker, Projector, Laptop, Internet access</p>				



## Module2: On-the-Job Training

### Mapped to QP Name

<OJT is mapped to the entire QP. Specify on-the-job training outcomes after entering details for the last module>

<b>Mandatory Duration:</b> <hh:mm>	<b>Recommended Duration:</b> <hh:mm>
<b>Module Name: On- the- Job</b>	
<b>Training Location: On Site</b>	
<b>Terminal Outcomes</b> <There should be just one terminal outcome per NOS. Limit the length of the outcome to 400 characters.> <ul style="list-style-type: none"><li>• &lt;Outcome1[CalibriBody   11   Black]&gt;</li><li>• &lt;Outcome2[CalibriBody   11   Black]&gt;</li><li>• &lt;Outcome3[CalibriBody   11   Black]&gt;</li><li>• &lt;Outcome4[CalibriBody   11   Black]&gt;</li><li>• &lt;Outcome5[CalibriBody   11   Black]&gt;</li><li>• &lt;Outcome6[CalibriBody   11   Black]&gt;</li></ul>	

<Table contents:[CalibriBody | 11 | Black]>



# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification <Select the minimum educational requirements, such as 12 <sup>th</sup> Pass, Graduate or NSQF certified.>	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
B.com with 3 years teaching experience and 1 year experience in Tally operations and GST Calculations	-	01	Accounting ,Tally and GST	Nil	- -	



## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification <Select the minimum educational requirements, such as 12 <sup>th</sup> Pass, Graduate or N SQF certified.>	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B.com with 3 years teaching experience and 1 year experience in Tally operations and GST Calculations	-	01	Accounting, Tally and GST -	Nil	-	



## Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

### Assessment System Overview for Tally GST Skill Course

The assessment system for the Tally GST Skill Course will be designed to comprehensively evaluate students' understanding, practical application, and problem-solving abilities related to accounting, GST, and Tally software operations. The system will include written exams, practical projects, and viva voce (oral) assessments to ensure a holistic evaluation of the learners' knowledge and skills.

### Test Structure

#### 1. Written Exam (30%)

The written exam will test the theoretical understanding and application of key concepts in Tally and GST. The exam will include a mix of objective and subjective questions, such as:

- Multiple-choice questions (MCQs)
- Short-answer questions on accounting principles, GST regulations, and Tally operations
- Long-answer questions requiring practical problem-solving based on accounting scenarios

The exam will focus on evaluating the learners' ability to understand accounting concepts, GST compliance, and how Tally can be used to process business transactions efficiently. The exam will be of 90 minutes duration and will carry a 30% weightage in the overall assessment.

#### 2. Practical (30%)

The practical exam assessment strategy for the Tally GST course will focus on evaluating students' hands-on proficiency in using Tally software to manage financial transactions and comply with GST regulations. Students will be required to complete real-world accounting tasks, such as creating ledgers, generating invoices, and filing GST returns, within a specified timeframe. Assessors will use a rubric to measure accuracy, efficiency, and the ability to apply theoretical knowledge in practical scenarios. Feedback will be provided to highlight areas of strength and opportunities for improvement, ensuring students develop the skills necessary for effective financial management in their future careers.

#### 3. On Job Training (20%)

Learners will be required to undertake an OJT to have an exposure to the practical application of Tally and GST. The OJT will assess their ability to perform real-world tasks such as:

- Creating company profiles in Tally and entering accounting transactions
- Managing ledgers, inventory, and preparing GST-compliant invoices
- Generating GST returns and financial reports using Tally software

It will encourage students to apply their learning creatively and practically. The successful completion of OJT will account for 20% of the total assessment and will be evaluated based on accuracy, completeness, and understanding of the processes.

#### 4. Viva Voce (20%)

The viva will be an oral assessment conducted by certified assessors. Students will be questioned on their understanding of key Tally and GST concepts, their approach to problem-solving in accounting, and how they would handle specific business scenarios using Tally.

This assessment will also evaluate their communication skills, confidence, and clarity in explaining concepts such as GST regulations and their application in Tally. The viva will carry a 20% weightage in the final score.

#### Certified Assessors

All assessments will be conducted by certified assessors with specialized knowledge in accounting, GST, and Tally software. The assessors will follow a standardized rubric to ensure consistency and fairness in grading the written exam, project, and viva. Constructive feedback will be provided to guide learners in improving their skills.



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## Testing Environment

### 1. Rubric-Based Assessment

A detailed rubric will be used to maintain transparency and objectivity. The rubric will define performance standards for each assessment component (written exam, project, viva), allowing both learners and assessors to understand the evaluation criteria and expectations.

### 2. Data Recording and Monitoring

All assessment data, including written scores, project submissions, and viva recordings, will be documented and stored. This ensures transparency in the process and allows students to review their detailed results after the assessment.

### 3. Assessment Schedule

The assessments will be scheduled within a month of course completion. Learners will be informed of the schedule well in advance to ensure sufficient preparation time. Assessments will be held at the designated training center under the supervision of certified proctors.

### 4. Testing Venue

The assessment will be conducted at a designated venue equipped with computers and the necessary Tally software for practical work. Written exams will take place in a supervised environment, ensuring no communication between learners.

### 5. Question Paper Preparation

The question papers will be prepared by a certified assessment body with expertise in accounting and GST. Papers will be aligned with the course learning objectives and cover varying levels of difficulty. They will be reviewed by the assessment panel before use to ensure fairness and accuracy.

This structured assessment system ensures that learners completing the Tally GST Skill Course are proficient in both theoretical knowledge and practical application, enabling them to effectively handle real-world accounting and GST processes. The system will emphasize transparency, fairness, and a comprehensive evaluation of each student's abilities.

Assessment			
Assessment Type	Formative or Summative	Strategies	Examples
Written Exam	Summative	Questions	Knowledge of Tally Operations and GST calculations
Practical Exam	Summative	Application Based	
OJT	Summative	Training	Application Based
Viva	Summative	Questioning and Probing	Interaction on questions

- *Assessment Quality Assurance levels/framework*

*(The Assessment Quality Assurance framework is the assessment verification levels where a higher numeric value indicates a higher level of confidence)*



*and certainty in the outcome of the assessment process. For e.g. in case of 4-levels assessment, 4 would detail parameters for high confidence and certainty in the assessment evidence gathered and 1 would detail parameters for no confidence and certainty in the assessment evidence gathered.)*

- *Types of evidence or evidence-gathering protocol*
- *Method of verification or validation*

*(The checks and balances in the assessment system to ensure quality, confirming that people in different places are assessed in the same way with a common interpretation of the occupational standards. This includes two levels of verification*

- *Individual—where the technical assessor's collection of evidence is verified*
  - *Process—where the assessment procedures are verified)*
- *Method for assessment documentation ,archiving, and access >*



## 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 onsite
<b>OJT(R)</b>	On-the-job training (Recommended); trainees are recommended to complete specified hours of training onsite
<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

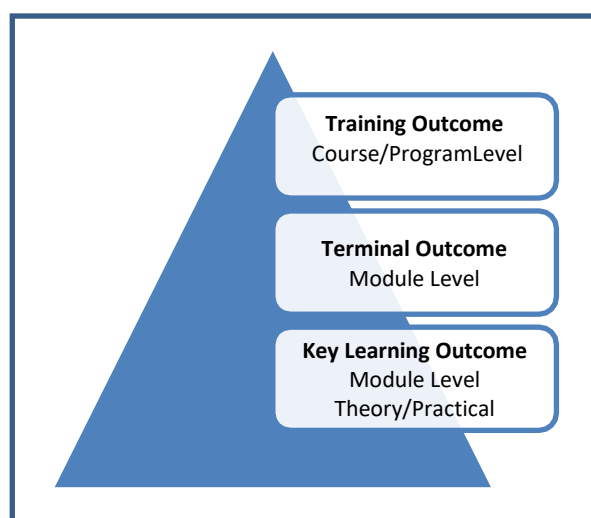
Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards

## For reference – Not a part of the MC template

### Learning Outcomes

#### 1. Hierarchy of Learning Outcomes

Learning outcomes specify what learners will be able to demonstrate upon completion of the training. When written for the entire training, it is called the Training Outcome. When specified for the modules that form a part of the training, they are called Terminal Outcomes and Key Learning Outcomes.



#### 2. Guidelines for Writing Learning Outcomes

When writing a measurable learning outcome, it is important to:

- **Focus on learner behavior:** You should present the learning-intervention from the perspective of the learner and what he/she is expected to know, be able to do and understand.
- **Use simple, specific action verbs:** You should use action verbs to signal the level of learning expected.

#### 3. Examples of Verbs for Writing Learning Outcomes

*<Note: This is not an exhaustive list.>*

<b>Declarative</b>	<i>Facts to be recalled</i>	Choose; Define; Find; Identify; Label; List; Match; Name; Recall; Select; Show, etc.
	<i>Concepts and principles to be understood</i>	Classify; Compare; Contrast; Categorize; Describe; Distinguish; Explain; Illustrate; Infer; Interpret; Summarize, etc.
<b>Procedural</b>	<i>Tasks and activities to be performed, which results intangible work, or some Tangible work output</i>	Apply; Analyze; Build; Construct; Create; Design; Develop; Demonstrate; Examine; Estimate; Interview; Inspect; Model; Modify; Organize; Plan; Solve; Troubleshoot; Test; Utilize, etc.

#### 4. Examples of Learning Outcomes

<b>Declarative</b>	<i>Facts to be recalled</i>	<ul style="list-style-type: none"> <li>List the kitchen and service areas, and surfaces to be cleaned</li> <li>List different personal protective equipment (PPE)</li> <li>Identify different types of waste generated in an F &amp; B Unit</li> <li>Identify the appropriate PPE to be used while handling waste</li> </ul>
	<i>Concepts and principles To be understood</i>	<ul style="list-style-type: none"> <li>Distinguish between the different types of cleaning agents used for cleaning</li> <li>Discuss the importance of using PPE, warning signs etc., at work</li> <li>Discuss the SOP to be followed during cleaning</li> <li>Differentiate between different types of waste and segregate it into dry and wet categories</li> <li>Explain different methods of waste disposal</li> <li>Distinguish between different color-coded dustbins</li> <li>Describe the ways to prevent rodents and pests in the dumpster area, pick up are as and vehicles</li> <li>Discuss the method of maintaining waste audit checklists</li> <li>Explain the importance of adhering to legal requirements of health and hygiene as per government standards</li> </ul>
<b>Procedural</b>	<i>Tasks and activities to be performed, which results intangible work, or some tangible work output</i>	<ul style="list-style-type: none"> <li>Demonstrate the use of PPE, cleaning equipment and warning signs</li> <li>Demonstrate the process of cleaning surfaces, and kitchen and service areas</li> <li>Demonstrate the procedure of handling and disposing different types of waste</li> <li>Demonstrate the correct way of washing hands and sanitising hands after handling waste</li> <li>Apply different approaches to perform dimension reduction on a dataset such as Principal Component Analysis, Linear Discriminant Analysis or Non-negative Matrix Factorization</li> <li>Build shallow and deep neural networks using different techniques such as forward propagation and backpropagation</li> <li>Analyze unprocessed data for a normalize such as missing values, incorrect data types, etc.</li> <li>Analyse different type of maps i.e. toposheets, printed sector maps, open source maps for the purpose of conducting field survey</li> <li>Calculate the quantum of assigned work and prioritize for different types of survey</li> <li>Apply the principle of triangulation to measure the horizontal angles</li> </ul>

	<ul style="list-style-type: none"> <li>• Compute coordinates from the bearing, angle length.</li> <li>• Prepare gales traverse table</li> </ul>
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## Assessment Strategy Guidelines

Guidelines for Assessment			
Testing Environment	Tasks and Functions	Productivity	Teamwork
<ul style="list-style-type: none"> <li>• Carry out assessments under realistic work pressures that are found in the normal industry workplace.</li> <li>• Ensure that the range of materials, equipment and tools that learners use are current and of the type routinely found in the normal industry workplace environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess that all tasks and functions are completed in away, and to at limescale, that is acceptable in the normal industryworkpla ce.</li> <li>• Assign workplace respon sibilitiesthat enable learners to meetthe requirementsof the NOS.</li> </ul>	<ul style="list-style-type: none"> <li>• Productivity levels must be checked to ensure that it reflects those that are found in the work situation being replicated.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide situation that allow learners to interact with the range of personnel and contractors found in the normal industry workplace.</li> </ul>

Assessment Methods			
Assessment Type	Formative or Summative	Strategies	Examples
Theory	Summative	Written Examination	Knowledge of facts related to the job role and functions. Understanding of principles and concepts related to the job role and functions.
Practical	Summative	Direct Observation	Tasks completed in the workplace, or in a simulated workplace environment
	Summative	Structured Tasks	<ul style="list-style-type: none"> <li>• Role Plays</li> <li>• Presentations</li> <li>• Activity Sheets</li> </ul>
Viva	Summative	Questioning and Probing	<ul style="list-style-type: none"> <li>• Written Tests</li> <li>• Mock Interviews</li> </ul>

				
Project	Formative and	Portfolios	<ul style="list-style-type: none"> <li>• Journals</li> <li>• WorkProducts</li> </ul>	



	Summative		• ActivityLogBooks
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