



Master Trainer

QP Code: MEP/Q2602

Version: 1.0

NSQF Level: 6

Management & Entrepreneurship and Professional Skills Council || Management & Entrepreneurship and Professional Skills Council (MEPSC), 20th Floor, Amba Deep, 14 Kasturba Gandhi Marg New Delhi - 110001. || email: ssaxena@mepsc.in

Contents

MEP/Q2602: Master Trainer	3
<i>Brief Job Description</i>	3
Applicable National Occupational Standards (NOS)	3
<i>Compulsory NOS</i>	3
<i>Qualification Pack (QP) Parameters</i>	3
MEP/N2605: Evaluate trainers and training programs and provide recommendations for improving training effectiveness	5
MEP/N2606: Plan and facilitate trainer development	13
MEP/N2607: Conduct trainings that require advanced facilitation skills	19
MEP/N2608: Customize training program as per special requirements of learners and local environment	25
MEP/N2609: Identify new programs for training	31
MEP/N9911: Apply health and safety practices applicable in a training and assessment environment	35
MEP/N9912: Apply principles of professional practice at the workplace	41
Assessment Guidelines and Weightage	47
<i>Assessment Guidelines</i>	47
<i>Assessment Weightage</i>	48
Acronyms	49
Glossary	50

MEP/Q2602: Master Trainer

Brief Job Description

The master trainer conducts trainer development as well as sessions that require advanced facilitation skills. They have a key role in assuring the quality of end to end training services and providing recommendations for continuous improvement of training effectiveness. They customize training programs as per the specific needs of the target audience and to enhance effectiveness.

Personal Attributes

The individual must have expertise in the technical/vocational domain of instruction. They must have strong communication, organizational and interpersonal skills. They must be quality focused, well organized and encourage learner engagement. Additionally, they should remain abreast with the latest trends in their domain and upgrade their facilitation skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N2605: Evaluate trainers and training programs and provide recommendations for improving training effectiveness](#)
2. [MEP/N2606: Plan and facilitate trainer development](#)
3. [MEP/N2607: Conduct trainings that require advanced facilitation skills](#)
4. [MEP/N2608: Customize training program as per special requirements of learners and local environment](#)
5. [MEP/N2609: Identify new programs for training](#)
6. [MEP/N9911: Apply health and safety practices applicable in a training and assessment environment](#)
7. [MEP/N9912: Apply principles of professional practice at the workplace](#)

Qualification Pack (QP) Parameters

Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery

Country	India
NSQF Level	6
Credits	NA
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2424.9900
Minimum Educational Qualification & Experience	Certificate (Certified on the Technical/Vocational Standards that they will be training on and training skills, by Competent Authority (SSC, NCVT, AICTE, Industrial Standards Body, Organizational Certification department etc.))
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	03/08/2018
Next Review Date	03/08/2022
Deactivation Date	02/08/2023
NSQC Approval Date	19/12/2018
Version	1.0
Reference code on NQR	2019/ETR/MEPSC/03074
NQR Version	1.0

MEP/N2605: Evaluate trainers and training programs and provide recommendations for improving training effectiveness

Description

This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for planning for a facilitation of a related training program.

Scope

This unit/ task covers the following:

- Evaluate performance of trainers on the job
- Evaluate effectiveness of training program

Elements and Performance Criteria

Evaluate performance of trainers on the job

To be competent, the user/individual on the job must be able to:

- PC1.** obtain the competencies, occupational standards and performance criteria for trainers from authorized source
- PC2.** share occupational standards and performance criteria with trainers and resolve any queries or clarification that they have with respect to the same
- PC3.** obtain and extract relevant information from the training calendar of trainers whose performance is to be evaluated in advance
- PC4.** create and share trainer performance observation schedule with administration and respective trainers in advance
- PC5.** observe a training session in progress and gather evidence of achievement of occupational standard as well as evidence of non-achievement of performance standard as the case may be
- PC6.** validate the observations and evidence of achievement of occupational standards by discussing with the trainer after training session
- PC7.** obtain and analyse data pertaining to various trainer performance indicators to identify performance level of the trainers. Trainer Performance indicators: Feedback from students; pass percentage of students; supervisor feedback
- PC8.** interview the trainers and obtain information about the problems they face
- PC9.** identify areas of development for trainers based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment
- PC10.** document results of trainer performance evaluation in prescribed format of the training organisation
- PC11.** provide feedback to the respective trainers and resolve their queries regarding the same

Evaluate effectiveness of training program

To be competent, the user/individual on the job must be able to:

- PC12.** establish parameters that are important to ensure training effectiveness of training programPossible parameters: Student experience, student assessment pass percentage; time taken for completion of training; training design and process adherence; Health and Safety standards; Productivity of Trainer and training centre staff; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.
- PC13.** identify the data and information required, and access sources of informationPossible sources of information: student feedback forms; formative and summative assessment results documentation; assessor feedback; training program documentation such as lesson plans, curriculum, Facilitator guide, participant handbook, presentations; training session audit; centre audit; interview with training centre staff; Government norms and scheme norms; placement records; interviews with potential and actual employers of students from the centre; etc.
- PC14.** collect data and information, and store in compliance with the record keeping and privacy policies and procedures of the organisation
- PC15.** identify and record potentially useful information that is not identified in the evaluation plan
- PC16.** analyse the data and information to identify the effectiveness of the training program as per the parameters selected
- PC17.** cross-check findings where possible by comparing with the results from different evaluation sources
- PC18.** develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation parameters selected
- PC19.** compare data and information with earlier data and information for same parameters and identify trends
- PC20.** document areas of training program that are satisfactory and those requiring improvement
- PC21.** identify factors affecting performance and suggest possible enhancements or alternatives to the training program
- PC22.** document recommendations to stakeholders on areas of possible improvement in the prescribed format
- PC23.** present the recommendations to stakeholders

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training Organisations system policies and procedures such as:a. candidate selectionb. rationale and purpose of competency-based assessmentc. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** health Safety and Environment issues relating to delivery of competency based training
- KU4.** work area overview of procedures and practices in line with required standards
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** how to conduct training needs identification and its tools
- KU8.** trainer competencies, occupational standards and performance criteria

- KU9.** possible sources of information for identifying trainer training requirements e.g.: student feedback forms; formative and summative assessment results documentation; assessor feedback; training program documentation such as lesson plans, curriculum, Facilitator guide, participant handbook, presentations; training session audit; centre audit; interview with training centre staff; Government norms and scheme norms; placement records; interviews with potential and actual employers of students from the centre; etc.
- KU10.** parameters that are important to ensure training effectiveness of training program Possible parameters: Student experience, student assessment pass percentage; time taken for completion of training; training design and process adherence; Health and Safety standards; Productivity of Trainer and training centre staff; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.
- KU11.** policies and procedures relevant to the learning environment.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read presentation slides and facilitator guides and participant handbook
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners
- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner
- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet client and student needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** improve work process

GS18. spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate performance of trainers on the job</i>	21	30	-	-
PC1. obtain the competencies, occupational standards and performance criteria for trainers from authorized source	2	2	-	-
PC2. share occupational standards and performance criteria with trainers and resolve any queries or clarification that they have with respect to the same	2	3	-	-
PC3. obtain and extract relevant information from the training calendar of trainers whose performance is to be evaluated in advance	2	2	-	-
PC4. create and share trainer performance observation schedule with administration and respective trainers in advance	2	3	-	-
PC5. observe a training session in progress and gather evidence of achievement of occupational standard as well as evidence of non-achievement of performance standard as the case may be	2	3	-	-
PC6. validate the observations and evidence of achievement of occupational standards by discussing with the trainer after training session	2	3	-	-
PC7. obtain and analyse data pertaining to various trainer performance indicators to identify performance level of the trainers. Trainer Performance indicators: Feedback from students; pass percentage of students; supervisor feedback	2	3	-	-
PC8. interview the trainers and obtain information about the problems they face	2	3	-	-
PC9. identify areas of development for trainers based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment	1	2	-	-
PC10. document results of trainer performance evaluation in prescribed format of the training organisation	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. provide feedback to the respective trainers and resolve their queries regarding the same	2	3	-	-
<i>Evaluate effectiveness of training program</i>	19	30	-	-
PC12. establish parameters that are important to ensure training effectiveness of training programPossible parameters: Student experience, student assessment pass percentage; time taken for completion of training; training design and process adherence; Health and Safety standards; Productivity of Trainer and training centre staff; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.	2	2	-	-
PC13. identify the data and information required, and access sources of informationPossible sources of information: student feedback forms; formative and summative assessment results documentation; assessor feedback; training program documentation such as lesson plans, curriculum, Facilitator guide, participant handbook, presentations; training session audit; centre audit; interview with training centre staff; Government norms and scheme norms; placement records; interviews with potential and actual employers of students from the centre; etc.	1	3	-	-
PC14. collect data and information, and store in compliance with the record keeping and privacy policies and procedures of the organisation	2	3	-	-
PC15. identify and record potentially useful information that is not identified in the evaluation plan	1	2	-	-
PC16. analyse the data and information to identify the effectiveness of the training program as per the parameters selected	1	3	-	-
PC17. cross-check findings where possible by comparing with the results from different evaluation sources	2	2	-	-
PC18. develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation parameters selected	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC19. compare data and information with earlier data and information for same parameters and identify trends	2	2	-	-
PC20. document areas of training program that are satisfactory and those requiring improvement	1	3	-	-
PC21. identify factors affecting performance and suggest possible enhancements or alternatives to the training program	1	2	-	-
PC22. document recommendations to stakeholders on areas of possible improvement in the prescribed format	2	2	-	-
PC23. present the recommendations to stakeholders	2	3	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2605
NOS Name	Evaluate trainers and training programs and provide recommendations for improving training effectiveness
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	03/08/2022
NSQC Clearance Date	19/12/2018

MEP/N2606: Plan and facilitate trainer development

Description

This unit refers to cumulative skills and knowledge required to plan and facilitate trainer development

Elements and Performance Criteria

Plan and organise trainer development program

To be competent, the user/individual on the job must be able to:

- PC1.** identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer
- PC2.** identify various methods that are best suited for the training needs
- PC3.** list available learning and development resources and constraints
- PC4.** select the methods best suited for the training needs that can be applied within the available resources and constraints
- PC5.** prepare a design document and schedule that fits in the trainer schedule without disrupting work
- PC6.** have the training materials developed with the help of content development team
- PC7.** share the training plan and schedule with all stakeholders
- PC8.** prepare and implement a monitoring plan to ensure all trainers undergo the development plan

Deliver and facilitate training sessions for trainers

To be competent, the user/individual on the job must be able to:

- PC9.** receive or finalise calendar for trainer training from authorised source Authorised source: Training organisation, Sector Skill Council, etc.
- PC10.** confirm availability to the organisers for the training session
- PC11.** study profile of candidates coming for training to identify special training requirements if any
Special training requirements: language adjustment; seating arrangement; learners with special needs; timings of trainer;
- PC12.** receive session plan, occupational standards and training materials for training provided by authorised source
- PC13.** facilitate trainer training program as per the program design provided

Support and monitor learning

To be competent, the user/individual on the job must be able to:

- PC14.** conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc
- PC15.** monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met
- PC16.** adjust the delivery sessions to reflect specific needs and circumstances
- PC17.** provide additional assistance to individual trainers as required to achieve session outcomes
- PC18.** maintain and store learner records according to organisational requirements

Undertake post-training activities

To be competent, the user/individual on the job must be able to:

- PC19.** monitor the cleanliness and tidiness of the training room
- PC20.** notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel
- PC21.** securing equipment and tools in safe places in accordance with procedures
- PC22.** ensure that training equipment and tools are used and left in good condition
- PC23.** complete learner records accurately and submit or process and in the required timeframes

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Training Organisations system policies and procedures such as: a. candidate selection b. rationale and purpose of competency-based assessment c. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health Safety and Environment issues relating to delivery of competency-based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** various methods of trainer development e.g.: Training from Industry SMEs; self-learning modules; Train the trainer program; on-the-job observation and feedback; etc.
- KU8.** resources and constraints for selection of training method e.g.: Budgets; trainer schedule-time availability; availability of SMEs; availability of trainer self-development e-learning modules; etc.
- KU9.** trainer competencies and occupational standards

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read presentation slides and facilitator guides and participant handbook
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners
- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships

- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner
- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet client and student needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** improve work processes by using techniques like reflection, resequencing, reducing duplication of effort, better planning, multi-tasking, etc.
- GS18.** spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and organise trainer development program</i>	16	17	-	-
PC1. identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer	2	2	-	-
PC2. identify various methods that are best suited for the training needs	2	2	-	-
PC3. list available learning and development resources and constraints	2	2	-	-
PC4. select the methods best suited for the training needs that can be applied within the available resources and constraints	2	2	-	-
PC5. prepare a design document and schedule that fits in the trainer schedule without disrupting work	2	2	-	-
PC6. have the training materials developed with the help of content development team	2	2	-	-
PC7. share the training plan and schedule with all stakeholders	2	2	-	-
PC8. prepare and implement a monitoring plan to ensure all trainers undergo the development plan	2	3	-	-
<i>Deliver and facilitate training sessions for trainers</i>	8	14	-	-
PC9. receive or finalise calendar for trainer training from authorised source Authorised source: Training organisation, Sector Skill Council, etc.	2	3	-	-
PC10. confirm availability to the organisers for the training session	1	2	-	-
PC11. study profile of candidates coming for training to identify special training requirements if any Special training requirements: language adjustment; seating arrangement; learners with special needs; timings of trainer;	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. receive session plan, occupational standards and training materials for training provided by authorised source	2	3	-	-
PC13. facilitate trainer training program as per the program design provided	1	3	-	-
<i>Support and monitor learning</i>	10	13	-	-
PC14. conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc	2	3	-	-
PC15. monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met	2	2	-	-
PC16. adjust the delivery sessions to reflect specific needs and circumstances	2	3	-	-
PC17. provide additional assistance to individual trainers as required to achieve session outcomes	2	2	-	-
PC18. maintain and store learner records according to organisational requirements	2	3	-	-
<i>Undertake post-training activities</i>	8	14	-	-
PC19. monitor the cleanliness and tidiness of the training room	2	3	-	-
PC20. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel	2	3	-	-
PC21. securing equipment and tools in safe places in accordance with procedures	1	2	-	-
PC22. ensure that training equipment and tools are used and left in good condition	2	3	-	-
PC23. complete learner records accurately and submit or process and in the required timeframes	1	3	-	-
NOS Total	42	58	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2606
NOS Name	Plan and facilitate trainer development
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Instructional Designing
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQF Clearance Date	30/06/2022

MEP/N2607: Conduct trainings that require advanced facilitation skills

Description

This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for planning for a facilitation of a related training program.

Scope

This unit/ task covers the following:

- Facilitate learning sessions using advanced facilitations skills
- Enhance learning and retention by using advanced facilitation techniques

Elements and Performance Criteria

Facilitate learning sessions using advanced facilitations skills

To be competent, the user/individual on the job must be able to:

- PC1.** discuss learning outcomes with group and identify possible learning barriers and support required to address them
- PC2.** facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies
- PC3.** use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes
- PC4.** observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum
- PC5.** integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices
- PC6.** manage groups in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members
- PC7.** modify (if necessary) facilitation of the session as contingencies arise in the learning situation, resource availability, learner needs, and time constraints
- PC8.** create opportunities to monitor learner's progress against the agreed outcomes

Enhance learning and retention by using advanced facilitation techniques

To be competent, the user/individual on the job must be able to:

- PC9.** carry out debriefing of learning activities by asking participants to share their reactions and experience, asking appropriate questions and helping participants process and interpret their experiences.
- PC10.** enable learners to develop or use the concepts highlighted in a training session
- PC11.** enable learners to complete individual and group learning activities including case studies, games, simulations etc.
- PC12.** help participants identify key learning points that emerge from learning activities
- PC13.** provide participants feedback by reinforcing correct responses and assisting when incorrect.
- PC14.** facilitate participants in identifying the use or application of the learning at their workplace

- PC15.** include participants in moderate risk activities and decision making
- PC16.** generate active participant involvement by various strategies: Strategies: Using a variety of training methods that appeal to different learning styles and attention span; Acknowledging and building on trainees previous experience knowledge and skills; Building collaborative learning experience through sharing control over learning situations with trainees
- PC17.** emphasize positive learning by clarifying the outcomes associated with completed training
- PC18.** encourage participants to share their experience to enable them to actively contribute to training

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training Organisations system policies and procedures such as: a. candidate selection b. rationale and purpose of competency-based assessment c. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** health Safety and Environment issues relating to delivery of competency based training
- KU4.** work area overview of procedures and practices in line with required standards
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** the main branches of learning theory such as: a. behavioural learning theory; cognitive learning theory; experiential learning theory b. information processing theory c. andragogy d. vocational education and training pedagogy; and e. current research on learning as it relates to training in an adult environment
- KU8.** different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations
- KU9.** methodologies for facilitating learning such as: a. learner-centred/teacher-centred b. learner-directed/teacher-guided c. case study/scenario/problem-based d. experiential e. information processing f. behaviourist g. self-discovery mode
- KU10.** a range of facilitation approaches and activities that: a. enable learners to draw from and share their own experiences and work out and apply concepts for themselves b. contribute to the development of concepts through participation and provides opportunities to practise and consolidate learning c. promote the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience
- KU11.** a range of delivery methods, such as: a. interactive/participative/collaborative b. demonstration c. instruction d. questioning e. group-discussions f. presentations g. guided facilitation h. learning-activity-based i. guided work-based activities/applications/experiences j. role-play/mocks/simulations k. project-based l. tutoring m. individual facilitation techniques - coaching/mentoring n. blended delivery methods
- KU12.** a range of inclusive practices such as: a. demonstrating probity in all areas of responsibility b. modelling organisational/professional codes of conduct c. reinforcing ethical conduct in interactions with and between other people d. showing respect and sensitivity for individual diversity e. recognising and utilising difference to develop both the individual f. fostering a culture of inclusiveness

- KU13.** the range of potential barriers to learning such as: a. physical or intellectual disabilities b. linguistic or cultural differences c. language or communication issues d. age e. employment status f. prior experience in an adult learning environment g. poor educational experiences h. health issues i. issues arising from gender j. psychiatric disabilities or mental health issues k. learning problems l. literacy and numeracy needs m. location n. access to resources
- KU14.** strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies
- KU15.** methods for evaluating learning and facilitation
- KU16.** psychology of group dynamics.
- KU17.** outcomes-based approach to learning

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** literacy skills to: complete and maintain documentation plan facilitation
- GS2.** literacy skills to: select, read and interpret QP-NOS information read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles research current issues
- GS3.** communication and interpersonal skills to: apply active and reflective listening adapt language to meet learner requirements listen perceptively to learners/clients/colleagues present information and explain concepts clearly provide sequenced, structured instructions apply effective questioning techniques and initiate response maintain appropriate relationships establish trust and build rapport be open to others' opinions interpret the verbal and non-verbal communication of learners, e.g. resistance/reluctance, uncertainty, enthusiasm, confusion and body language monitor group and individual interactions manage conflict/behavioural difficulties encourage the expression of diverse views and opinions negotiate complex discussions by establishing a supportive environment
- GS4.** language skills to hypothesise, plan and influence others
- GS5.** observation skills to: monitor learner progress monitor group and individual interactions manage conflict/behavioural difficulties monitor learner cues re concerns/difficulties in learning monitor learner readiness for assessment/new areas of learning
- GS6.** identify learner readiness and undertake formative assessment
- GS7.** skills in delivery for a range of learning methods such as: group facilitation individual facilitation, including coaching/mentoring work-based learning e-learning action learning flexible delivery distance-based learning
- GS8.** identify client and learner needs
- GS9.** apply the principles of learner centred delivery
- GS10.** problem solving skills to: adjust strategies and address learning barriers reliably evaluate alternative solutions.
- GS11.** evaluation skills to: identify gaps in skills or knowledge systematically evaluate own or others' practice to improve performance or understanding
- GS12.** reflection skills to: systematically evaluate personal work practices to improve performance identify gaps in skills or knowledge ask critical questions about performance, problems, methods used and learner success

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Facilitate learning sessions using advanced facilitations skills</i>	16	29	-	-
PC1. discuss learning outcomes with group and identify possible learning barriers and support required to address them	2	3	-	-
PC2. facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies	2	4	-	-
PC3. use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes	2	3	-	-
PC4. observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum	2	4	-	-
PC5. integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices	2	4	-	-
PC6. manage groups in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members	2	5	-	-
PC7. modify (if necessary) facilitation of the session as contingencies arise in the learning situation, resource availability, learner needs, and time constraints	2	3	-	-
PC8. create opportunities to monitor learner's progress against the agreed outcomes	2	3	-	-
<i>Enhance learning and retention by using advanced facilitation techniques</i>	24	31	-	-
PC9. carry out debriefing of learning activities by asking participants to share their reactions and experience, asking appropriate questions and helping participants process and interpret their experiences.	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. enable learners to develop or use the concepts highlighted in a training session	2	3	-	-
PC11. enable learners to complete individual and group learning activities including case studies, games, simulations etc.	2	3	-	-
PC12. help participants identify key learning points that emerge from learning activities	2	3	-	-
PC13. provide participants feedback by reinforcing correct responses and assisting when incorrect.	2	3	-	-
PC14. facilitate participants in identifying the use or application of the learning at their workplace	2	4	-	-
PC15. include participants in moderate risk activities and decision making	3	3	-	-
PC16. generate active participant involvement by various strategies: Strategies: Using a variety of training methods that appeal to different learning styles and attention span; Acknowledging and building on trainees previous experience knowledge and skills; Building collaborative learning experience through sharing control over learning situations with trainees	3	3	-	-
PC17. emphasize positive learning by clarifying the outcomes associated with completed training	3	3	-	-
PC18. encourage participants to share their experience to enable them to actively contribute to training	3	3	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2607
NOS Name	Conduct trainings that require advanced facilitation skills
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	03/08/2022
NSQC Clearance Date	19/12/2018

MEP/N2608: Customize training program as per special requirements of learners and local environment

Description

This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for This unit is about customizing the training program i.e. session plan, training materials and training instructions as per special requirements of learners and local environment.

Scope

This unit/ task covers the following:

- Customize session plan, training materials and training instructions as per special requirements of learners and local environment

Elements and Performance Criteria

Customize session plan, training materials and training instructions as per special requirements of learners and local environment

To be competent, the user/individual on the job must be able to:

- PC1.** identify environmental conditions and their potential impact on training practice
- PC2.** research the characteristics of learners with complex needs and identify potential barriers to learning, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles
- PC3.** analyse the factors that influence individual learning needs, preferences and styles
- PC4.** identify specific learning gaps of the batch of learners that have not been catered to in the training material received
- PC5.** develop and adjust training strategies and customise learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles
- PC6.** design learning experiences to meet specific learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment
- PC7.** adjust training design and session plan to accommodate large differences amongst the learners
- PC8.** review participant training material and customize the instructional material to the local environmental conditions and specific needs of the batch of learners
- PC9.** develop learning objectives, training plan and training materials for bridge courses for learning gaps identified for batch of learners
- PC10.** create and distribute appropriate pre-training assignments as necessary
- PC11.** provide additional guidance to help learners fit the learning material to their training needs
- PC12.** customize training instructions to situational constraints such as variability in training experiences and ability levels.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training organisations system policies and procedures such as:a. candidate selectionb. rationale and purpose of competency-based assessmentc. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** health safety and environment issues relating to delivery of competency based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** principles and practices of learning needs analysis for individuals
- KU8.** principles underpinning the development of learning and development programmes
- KU9.** the principles, theories and contemporary practices of instructional design
- KU10.** copyright and its effect on the design, and development of learning resources.
- KU11.** impact of various environmental factors of the learning
- KU12.** how to identify learning preferences and learning styles and modify training delivery based on the same
- KU13.** different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations
- KU14.** methodologies for facilitating learning such as:a. learner-centred/teacher-centredb. learner-directed/teacher-guidedc. situated learningd. constructiviste. problem-basedf. experientialg. information processingh. behaviourist
- KU15.** a range of facilitation approaches and activities that:a. enable learners to draw from and share their own experiences and work out and apply concepts for themselves.b. contribute to the development of concepts through participation and provides opportunities to practise and consolidate learningc. promote the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience
- KU16.** the range of potential barriers to learning and how to modify the training methodology to adjust to the same:a. physical or intellectual disabilitiesb. linguistic or cultural differencesc. language or communication issuesd. agee. employment statusf. prior experience in an adult learning environmentg. poor educational experiencesh. health issuesi. issues arising from genderj. psychiatric disabilities or mental health issuesk. learning problemsl. literacy and numeracy needsm. locationnn. access to resources
- KU17.** ways in which QP-NOS, accredited curricula and learning resources can be contextualised to meet the needs of individual learners without compromising standards

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** literacy skills to: select, read and interpret QP-NOS information read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles research current issues

- GS2.** communication and interpersonal skills to: apply active and reflective listening adapt language to meet learner requirements listen perceptively to learners/clients/colleagues present information and explain concepts clearly provide sequenced, structured instructions apply effective questioning techniques and initiate response maintain appropriate relationships establish trust and build rapport be open to others' opinions interpret the verbal and non-verbal communication of learners, e.g. resistance/reluctance, uncertainty, enthusiasm, confusion and body language monitor group and individual interactions manage conflict/behavioural difficulties encourage the expression of diverse views and opinions negotiate complex discussions by establishing a supportive environment
- GS3.** language skills to hypothesise, plan and influence others
- GS4.** observation skills to: monitor learner progress monitor group and individual interactions manage conflict/behavioural difficulties monitor learner cues re concerns/difficulties in learning monitor learner readiness for assessment/new areas of learning
- GS5.** identify learner readiness and undertake formative assessment
- GS6.** skills in delivery for a range of learning methods such as: group facilitation individual facilitation, including coaching/mentoring work-based learning e-learning action learning flexible delivery distance-based learning
- GS7.** identify client and learner needs
- GS8.** apply the principles of learner centred delivery
- GS9.** problem solving skills to: adjust strategies and address learning barriers reliably evaluate alternative solutions.
- GS10.** evaluation skills to: identify gaps in skills or knowledge systematically evaluate own or others' practice to improve performance or understanding
- GS11.** reflection skills to: systematically evaluate personal work practices to improve performance identify gaps in skills or knowledge ask critical questions about performance, problems, methods used and learner success

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Customize session plan, training materials and training instructions as per special requirements of learners and local environment</i>	40	60	-	-
PC1. identify environmental conditions and their potential impact on training practice	3	5	-	-
PC2. research the characteristics of learners with complex needs and identify potential barriers to learning, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles	3	5	-	-
PC3. analyse the factors that influence individual learning needs, preferences and styles	3	5	-	-
PC4. identify specific learning gaps of the batch of learners that have not been catered to in the training material received	3	5	-	-
PC5. develop and adjust training strategies and customise learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles	3	5	-	-
PC6. design learning experiences to meet specific learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment	3	5	-	-
PC7. adjust training design and session plan to accommodate large differences amongst the learners	3	5	-	-
PC8. review participant training material and customize the instructional material to the local environmental conditions and specific needs of the batch of learners	3	5	-	-
PC9. develop learning objectives, training plan and training materials for bridge courses for learning gaps identified for batch of learners	4	5	-	-
PC10. create and distribute appropriate pre-training assignments as necessary	4	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. provide additional guidance to help learners fit the learning material to their training needs	4	5	-	-
PC12. customize training instructions to situational constraints such as variability in training experiences and ability levels.	4	5	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2608
NOS Name	Customize training program as per special requirements of learners and local environment
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	03/08/2022
NSQC Clearance Date	19/12/2018

MEP/N2609: Identify new programs for training

Description

This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for planning for a facilitation of a related training program.

Scope

This unit/task covers the following:

- Identify new programs for training in local industries

Elements and Performance Criteria

Identify new programs for training in local industries

To be competent, the user/individual on the job must be able to:

- PC1.** identify organisations in local area that would be interested in recruiting the learners being trained after their certification has been completed
- PC2.** meet the HR/recruitment officers and seek information about vacancies and skill gap in the organisation
- PC3.** identify emerging technologies, and trends, in the industry area that may affect the organisations operations
- PC4.** identify areas where training organisation can provide solutions to the organisation
- PC5.** obtain feedback from local population on what training programs would they be willing to apply for through surveys
- PC6.** ensure that the training requirement of all walk-in. telephonic and email queries are recorded
- PC7.** identify the potential volumes of all new courses identified by considering similar target population in the local area
- PC8.** share information regarding new courses that can be potentially run along with potential numbers with management

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training Organisations system policies and procedures such as: a. candidate selection b. rationale and purpose of competency-based assessment c. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** health Safety and Environment issues relating to delivery of competency based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009

- KU8.** current national quality assurance arrangements for training organisations and assessing bodies
- KU9.** the various stakeholders of the skills ecosystem in our country Stake holders: MSDE, NSDA, NSDC, SSC, Training Providers, Assessment Bodies, DGET, ITIs, State Skill Missions, etc.
- KU10.** various Vocational education schemes and their training delivery related guidelines
- KU11.** importance of outcomes based training

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** create and fill training needs survey form
- GS2.** write e-mails
- GS3.** read e-mails, reports, survey forms, etc
- GS4.** seek feedback from organisations and potential learners on the training requirements
- GS5.** do discussion with HR teams on organisational manpower requirements
- GS6.** share information obtained with business heads following established organisational communication channels
- GS7.** handle disruptions during trainings in a solution seeking and calm manner
- GS8.** identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
- GS9.** deliver training program smoothly, on time while meeting the session objectives
- GS10.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS11.** identify and meet client and student needs
- GS12.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS13.** improve work process
- GS14.** spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify new programs for training in local industries</i>	40	60	-	-
PC1. identify organisations in local area that would be interested in recruiting the learners being trained after their certification has been completed	5	8	-	-
PC2. meet the HR/recruitment officers and seek information about vacancies and skill gap in the organisation	5	8	-	-
PC3. identify emerging technologies, and trends, in the industry area that may affect the organisations operations	5	7	-	-
PC4. identify areas where training organisation can provide solutions to the organisation	5	8	-	-
PC5. obtain feedback from local population on what training programs would they be willing to apply for through surveys	5	8	-	-
PC6. ensure that the training requirement of all walk-in. telephonic and email queries are recorded	5	7	-	-
PC7. identify the potential volumes of all new courses identified by considering similar target population in the local area	5	7	-	-
PC8. share information regarding new courses that can be potentially run along with potential numbers with management	5	7	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2609
NOS Name	Identify new programs for training
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	6
Credits	TBD
Version	1.0
Next Review Date	08/03/2022

MEP/N9911: Apply health and safety practices applicable in a training and assessment environment

Description

This unit deals in detail with application of health and safety practices in a training and assessment environment.

Elements and Performance Criteria

Apply relevant health and safety practices in a training / assessment environment

To be competent, the user/individual on the job must be able to:

- PC1.** promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements
- PC2.** identify, control and report health and safety issues relating to immediate work environment according to procedures
- PC3.** work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required
- PC4.** document safety records according to organisational policies

Maintain a safe environment

To be competent, the user/individual on the job must be able to:

- PC5.** recognise health and safety related hazards in the training and assessment area
- PC6.** follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies
- PC7.** document and report all hazards, accidents and near-miss incidents as per set process
- PC8.** provide guidance and support to learners on the safe use and care of equipment and resources
- PC9.** conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines
- PC10.** take appropriate steps, if required, to maintain personal safety of self and others

Maintain a healthy and hygienic environment

To be competent, the user/individual on the job must be able to:

- PC11.** maintain the training and assessment area in a clean and tidy condition
- PC12.** respond appropriately to learners who require assistance with personal care or hygiene
- PC13.** ensure all learners or candidates follow personal hygiene and grooming standards as required
- PC14.** provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses
- PC15.** assist learners in need of minor first aid in accordance with school or centre procedures

Deal with emergency situations

To be competent, the user/individual on the job must be able to:

- PC16.** recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility
- PC17.** follow emergency procedures correctly in accordance with school/centre procedures
- PC18.** seek assistance promptly from colleagues and/or other authorities where appropriate
- PC19.** report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training organisations system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** health Safety and Environment issues relating to delivery of competency based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** Health Safety and Environment (HSE) practices including the appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron, Safe use of tools and equipment, taking action and reporting hazardous events, Communication protocols for reporting risks and hazardous events
- KU8.** relevant Occupational Health and Safety (OHS) regulations
- KU9.** relevant statutory legislation
- KU10.** relevant enterprise/site safety procedures
- KU11.** enterprise /site emergency procedures and techniques
- KU12.** environmental legislation
- KU13.** how to provide Health and Safety instructions to others
- KU14.** relevant enterprise/site safety procedures including identification of hazards and controlling of risks

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write Health and safety compliance report
- GS2.** interpret general health and safety guidelines
- GS3.** communicate general health and safety guidelines to learners
- GS4.** act in case of any potential hazards observed in the work place
- GS5.** take adequate measures to ensure the safety of students and visitors to training venue
- GS6.** provide assistance with the general care and wellbeing of learners
- GS7.** analyse what could constitute a health and safety Risk or Hazard
- GS8.** recognise emergency and potential emergency situations

GS9. identify what should or should not be done to protect from a health and safety risk or hazard

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Apply relevant health and safety practices in a training / assessment environment</i>	8	14	-	-
PC1. promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements	3	3	-	-
PC2. identify, control and report health and safety issues relating to immediate work environment according to procedures	2	4	-	-
PC3. work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required	1	4	-	-
PC4. document safety records according to organisational policies	2	3	-	-
<i>Maintain a safe environment</i>	10	22	-	-
PC5. recognise health and safety related hazards in the training and assessment area	1	4	-	-
PC6. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	2	4	-	-
PC7. document and report all hazards, accidents and near-miss incidents as per set process	2	4	-	-
PC8. provide guidance and support to learners on the safe use and care of equipment and resources	2	3	-	-
PC9. conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines	1	4	-	-
PC10. take appropriate steps, if required, to maintain personal safety of self and others	2	3	-	-
<i>Maintain a healthy and hygienic environment</i>	6	20	-	-
PC11. maintain the training and assessment area in a clean and tidy condition	1	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. respond appropriately to learners who require assistance with personal care or hygiene	1	4	-	-
PC13. ensure all learners or candidates follow personal hygiene and grooming standards as required	1	4	-	-
PC14. provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses	2	4	-	-
PC15. assist learners in need of minor first aid in accordance with school or centre procedures	1	4	-	-
<i>Deal with emergency situations</i>	6	14	-	-
PC16. recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility	2	3	-	-
PC17. follow emergency procedures correctly in accordance with school/centre procedures	1	4	-	-
PC18. seek assistance promptly from colleagues and/or other authorities where appropriate	1	4	-	-
PC19. report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms	2	3	-	-
NOS Total	30	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9911
NOS Name	Apply health and safety practices applicable in a training and assessment environment
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N9912: Apply principles of professional practice at the workplace

Description

This unit deals in detail with the application of principles of professional practice like professional image, professional competence, discipline, ethics and work effectiveness.

Elements and Performance Criteria

Maintain a professional image and behaviour

To be competent, the user/individual on the job must be able to:

- PC1.** display appropriate professional appearance for the workplace
- PC2.** interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner

Maintain and enhance professional competence

To be competent, the user/individual on the job must be able to:

- PC3.** develop personal and professional goals and objectives
- PC4.** identify strengths and weaknesses in relation to goals and objectives
- PC5.** evaluate own capacity to meet goals and objectives
- PC6.** determine personal development needs to perform role as per desired standards
- PC7.** develop a professional development plan to enhance professional capabilities
- PC8.** document a professional practice plan designed to support the achievement of goals
- PC9.** select and implement development opportunities to support continuous learning and maintain currency of professional practice
- PC10.** research developments and trends impacting on professional practice and integrate information into work performance
- PC11.** invite peers and others to observe, and provide feedback, on own performance and practices
- PC12.** use feedback from colleagues and clients to identify and introduce, improvements in work performance

Work in a disciplined and ethical manner

To be competent, the user/individual on the job must be able to:

- PC13.** perform tasks to the required workplace standard
- PC14.** complete duties accurately, systematically and within required timeframes
- PC15.** follow organisational policies
- PC16.** protect the rights of the client and organisation when delivering services
- PC17.** ensure services are delivered equally to all clients regardless of personal and cultural beliefs
- PC18.** recognise potential ethical issues in the workplace and discuss with an appropriate person
- PC19.** recognise unethical conduct and report to an appropriate person
- PC20.** operate within an agreed ethical code of practice
- PC21.** apply organisational guidelines and legal requirements on disclosure and confidentiality

Work effectively with all stakeholders

To be competent, the user/individual on the job must be able to:

- PC22.** identify and obtain clarity regarding organisational, team and own goals
- PC23.** prioritise tasks at work as per organisational, team and own goals
- PC24.** plan to meet team performance targets and standards
- PC25.** monitor own and team performance as per agreed plan
- PC26.** share all relevant information with stakeholders in agreed formats and as per agreed timelines
- PC27.** work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes
- PC28.** recognise, avoid and/or address any conflict of interest
- PC29.** use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
- PC30.** recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy
Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisations HR systems, policies and procedures
- KU2.** organizational hierarchy and escalation matrix
- KU3.** organisational health safety and environment
- KU4.** work area inspection procedures and practices
- KU5.** importance of displaying professional appearance behaviour at all times
- KU6.** importance of developing personal and professional goals and objectives
- KU7.** importance of identifying strengths and weaknesses in relation to goals and objectives
- KU8.** how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives
- KU9.** how to determine personal development needs
- KU10.** importance of continuous learning and developing professional development plan
- KU11.** development opportunities to support continuous learning and maintain currency of professional practice
- KU12.** developments and trends impacting on professional practice
- KU13.** importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance
- KU14.** perform tasks to the required workplace standard
- KU15.** importance of discipline and ethics in a professional workplace
- KU16.** importance of recognising unethical conduct and reporting to appropriate authority
- KU17.** guidelines and legal requirements on disclosure and confidentiality
- KU18.** importance of collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes

- KU19.** how to recognise, avoid and/or address any conflict of interest
- KU20.** types of inappropriate behaviours at the workplace and how to recognize them
Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour
- KU21.** how to respond to inappropriate behaviour towards self and others in a professional manner

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** prepare a personal development plan
- GS2.** read organisational guidelines and legal requirements
- GS3.** search and study from various information sources in order to learn about latest updates for self-development
- GS4.** read and interpret feedback received from peers
- GS5.** receive feedback from clients or concerned stake holders
- GS6.** communicate development plan with superiors
- GS7.** plan to meet own and team performance targets and standards
- GS8.** describe own role in achieving the goal
- GS9.** describe others role in achieving the goal
- GS10.** list activities, milestones and timelines
- GS11.** identify the support and resources needed to help work towards the goal.
- GS12.** plan and organise a personal development plan for self
- GS13.** provide quality services to all clients
- GS14.** display professional appearance and behaviours to all internal and external clients
- GS15.** use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
- GS16.** recognise, avoid and/or address any conflict of interest
- GS17.** identify own strengths and weaknesses with respect achieving performance standards on the job
- GS18.** identify inappropriate behaviour and how to deal with it

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain a professional image and behaviour</i>	2	4	-	-
PC1. display appropriate professional appearance for the workplace	1	2	-	-
PC2. interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner	1	2	-	-
<i>Maintain and enhance professional competence</i>	10	21	-	-
PC3. develop personal and professional goals and objectives	1	2	-	-
PC4. identify strengths and weaknesses in relation to goals and objectives	1	2	-	-
PC5. evaluate own capacity to meet goals and objectives	1	2	-	-
PC6. determine personal development needs to perform role as per desired standards	1	2	-	-
PC7. develop a professional development plan to enhance professional capabilities	1	3	-	-
PC8. document a professional practice plan designed to support the achievement of goals	1	2	-	-
PC9. select and implement development opportunities to support continuous learning and maintain currency of professional practice	1	2	-	-
PC10. research developments and trends impacting on professional practice and integrate information into work performance	1	2	-	-
PC11. invite peers and others to observe, and provide feedback, on own performance and practices	1	2	-	-
PC12. use feedback from colleagues and clients to identify and introduce, improvements in work performance	1	2	-	-
<i>Work in a disciplined and ethical manner</i>	12	20	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. perform tasks to the required workplace standard	2	3	-	-
PC14. complete duties accurately, systematically and within required timeframes	1	2	-	-
PC15. follow organisational policies	1	2	-	-
PC16. protect the rights of the client and organisation when delivering services	1	3	-	-
PC17. ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
PC18. recognise potential ethical issues in the workplace and discuss with an appropriate person	2	2	-	-
PC19. recognise unethical conduct and report to an appropriate person	1	2	-	-
PC20. operate within an agreed ethical code of practice	2	2	-	-
PC21. apply organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
<i>Work effectively with all stakeholders</i>	12	19	-	-
PC22. identify and obtain clarity regarding organisational, team and own goals	1	2	-	-
PC23. prioritise tasks at work as per organisational, team and own goals	2	3	-	-
PC24. plan to meet team performance targets and standards	2	2	-	-
PC25. monitor own and team performance as per agreed plan	1	2	-	-
PC26. share all relevant information with stakeholders in agreed formats and as per agreed timelines	1	2	-	-
PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC28. recognise, avoid and/or address any conflict of interest	1	2	-	-
PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours	1	2	-	-
PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour	1	2	-	-
NOS Total	36	64	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9912
NOS Name	Apply principles of professional practice at the workplace
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	29/09/2025
NSQC Clearance Date	29/09/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 90

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N2605.Evaluate trainers and training programs and provide recommendations for improving training effectiveness	40	60	-	-	100	20
MEP/N2606.Plan and facilitate trainer development	42	58	-	-	100	20
MEP/N2607.Conduct trainings that require advanced facilitation skills	40	60	-	-	100	15
MEP/N2608.Customize training program as per special requirements of learners and local environment	40	60	-	-	100	15
MEP/N2609.Identify new programs for training	40	60	-	-	100	10
MEP/N9911.Apply health and safety practices applicable in a training and assessment environment	30	70	-	-	100	8
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	12
Total	268	432	-	-	700	100

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Glossary

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.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.