



# Demonstrator cum Instructor

QP Code: MEP/Q2603

Version: 1.0

NSQF Level: 4

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## MEP/Q2603: Demonstrator cum Instructor

### Brief Job Description

The Demonstrator cum Instructor trains the learners on-the-job or in a simulated work environment as per pre-set occupational standards, lesson plans and other training materials using the process of demonstration and practice. They organise tools equipment and materials required for the training, carry out demonstrations of work activities and facilitate transfer of work skills on-the-job or in a simulated work environment.

### Personal Attributes

The individual must have expertise in the technical/vocational domain of instruction. They must have strong communication, organisational and interpersonal skills. They must be quality focused 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/N2603: Facilitate learning of work skills on-the-job or in a simulated work environment](#)
2. [MEP/N2604: Undertake assessment of competence as per required standards](#)
3. [MEP/N2610: Demonstrate work skills on-the-job or in a simulated work environment](#)
4. [MEP/N9911: Apply health and safety practices applicable in a training and assessment environment](#)
5. [MEP/N9912: Apply principles of professional practice at the workplace](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Management
<b>Sub-Sector</b>	Training and Assessment
<b>Occupation</b>	Training Delivery
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	NA

<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2356.0100; 2424.9900
<b>Minimum Educational Qualification &amp; Experience</b>	8th Class with 1-2 Years of experience in the core domain.
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	Should be trained and certified on the technical/vocational standards that they will be training on by competent authority
<b>Minimum Job Entry Age</b>	20 Years
<b>Last Reviewed On</b>	21/06/2018
<b>Next Review Date</b>	21/06/2022
<b>Deactivation Date</b>	14/05/2024
<b>NSQC Approval Date</b>	19/12/2018
<b>Version</b>	1.0
<b>Reference code on NQR</b>	2019/ETR/MEPSC/03071
<b>NQR Version</b>	1.0

## **MEP/N2603: Facilitate learning of work skills on-the-job or in a simulated work environment**

### **Description**

This unit deals in detail facilitation of learning of work skills on-the-job or in a simulated work environment

### **Scope**

This unit/ task covers the following:

- Organise for training of work skills on-the-job or in a simulated environment
- Impart training of work skills on-the-job or in a simulated environment
- Monitor and evaluate performance on-the job or in a simulated work environment
- Carry out post-training activities

### **Elements and Performance Criteria**

#### *Organise for training of work skills on-the-job or in a simulated environment*

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

- PC1.** access, read and interpret the training documentation to determine acceptable standards of knowledge and performance required from the learners as per the curriculum
- PC2.** obtain information of batch size, no. of batches and schedule of training from authorised sources and documentation
- PC3.** estimate equipment, materials and physical and information resources required to carry out demonstration and practice of work skills to be learnt
- PC4.** organise for necessary and adequate equipment, materials and physical and information resources required with the support management and other support functions
- PC5.** check and ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner
- PC6.** notify learners of details regarding the implementation of the learning program and/or delivery plan
- PC7.** check and confirm a safe learning environment

#### *Impart training of work skills on-the-job or in a simulated environment*

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

- PC8.** share with the learners clearly, the acceptable standards of knowledge and performance required from them at the end of the session
- PC9.** brief the learners on workplace health and safety requirements and the consequences of not adhering to the same
- PC10.** ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills
- PC11.** explain each step in the task or procedure required to be learnt to all learners and clarify their queries with respect to the same
- PC12.** demonstrate each step in the task or procedure required to be learnt to all learner at a pace and manner that is easy for learners to follow

- PC13.** ensure that all learners can see the demonstration and hear the instructions and explanations clearly
- PC14.** perform all the steps of the demonstration skilfully and in proper sequence
- PC15.** ensure that the demonstration is accurate and realistic
- PC16.** explain unfamiliar terms and jargons as and when it is used in words that the learners can understand easily
- PC17.** state the precautions to be taken while performing the various steps
- PC18.** provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible
- PC19.** ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards
- PC20.** follow the learning program and/or delivery plan to cover all learning objectives

*Monitor and evaluate performance on-the job or in a simulated work environment*

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

- PC21.** identify performance indicators that show achievement of performance standard or not
- PC22.** identify processes and measures to be incorporated to observe performance indicators of the learners while they work on the job or in a simulated work environment
- PC23.** observe learner performance and evaluate as per performance criteria to be achieved
- PC24.** record and share feedback on learner performance with management as well as the learner to support learning
- PC25.** ensure the learners display competence repeatedly before signing off their learning accomplishment

*Carry out post-training activities*

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

- PC26.** monitor the cleanliness and tidiness of the workshop area
- PC27.** notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel
- PC28.** securing equipment and tools in safe places in accordance with procedures
- PC29.** ensure that training equipment and tools are used and left in good condition
- PC30.** 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 (HSE) 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.** which types of learning are best achieved and supported through demonstrations
- KU8.** training documentation to determine acceptable standards of knowledge and performance required from the learners
- KU9.** how to structure demonstrations and practice sessions
- KU10.** which factors are likely to prevent learning during demonstration and practice sessions and how to overcome them
- KU11.** the sources and availability of relevant equipment, materials and physical and learning resources and learning materials
- KU12.** various best practices for effectively facilitating learning of work skills on-the-job or in a simulated work environment
- KU13.** key workplace health and safety (WHS) issues in the learning environment, including: roles and responsibilities of key personnel responsibilities of learners relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures risk controls for the specific learning environment how to maintain the work area by ensuring safety and security how to handle hazardous materials, tools and equipment emergency procedures to be followed such as fire accidents, etc. long term value of good posture and use of appropriate handling equipment

## **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 Reading Skills
- GS4.** read presentation slides and trainers guides and participant handbook Oral Communication (Listening and Speaking skills)
- 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.** how to improve work process
- GS18.** how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs
- GS19.** how to spot potential hazards at the workplace or simulated work place



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Organise for training of work skills on-the-job or in a simulated environment</i>	<b>12</b>	<b>14</b>	-	-
<b>PC1.</b> access, read and interpret the training documentation to determine acceptable standards of knowledge and performance required from the learners as per the curriculum	2	2	-	-
<b>PC2.</b> obtain information of batch size, no. of batches and schedule of training from authorised sources and documentation	1	2	-	-
<b>PC3.</b> estimate equipment, materials and physical and information resources required to carry out demonstration and practice of work skills to be learnt	2	2	-	-
<b>PC4.</b> organise for necessary and adequate equipment, materials and physical and information resources required with the support management and other support functions	2	2	-	-
<b>PC5.</b> check and ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner	2	2	-	-
<b>PC6.</b> notify learners of details regarding the implementation of the learning program and/or delivery plan	2	2	-	-
<b>PC7.</b> check and confirm a safe learning environment	1	2	-	-
<i>Impart training of work skills on-the-job or in a simulated environment</i>	<b>18</b>	<b>26</b>	-	-
<b>PC8.</b> share with the learners clearly, the acceptable standards of knowledge and performance required from them at the end of the session	2	2	-	-
<b>PC9.</b> brief the learners on workplace health and safety requirements and the consequences of not adhering to the same	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills	2	2	-	-
<b>PC11.</b> explain each step in the task or procedure required to be learnt to all learners and clarify their queries with respect to the same	2	2	-	-
<b>PC12.</b> demonstrate each step in the task or procedure required to be learnt to all learner at a pace and manner that is easy for learners to follow	2	2	-	-
<b>PC13.</b> ensure that all learners can see the demonstration and hear the instructions and explanations clearly	1	2	-	-
<b>PC14.</b> perform all the steps of the demonstration skilfully and in proper sequence	1	2	-	-
<b>PC15.</b> ensure that the demonstration is accurate and realistic	1	2	-	-
<b>PC16.</b> explain unfamiliar terms and jargons as and when it is used in words that the learners can understand easily	1	2	-	-
<b>PC17.</b> state the precautions to be taken while performing the various steps	1	2	-	-
<b>PC18.</b> provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible	1	2	-	-
<b>PC19.</b> ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards	1	2	-	-
<b>PC20.</b> follow the learning program and/or delivery plan to cover all learning objectives	1	2	-	-
<i>Monitor and evaluate performance on-the job or in a simulated work environment</i>	<b>5</b>	<b>10</b>	-	-
<b>PC21.</b> identify performance indicators that show achievement of performance standard or not	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC22.</b> identify processes and measures to be incorporated to observe performance indicators of the learners while they work on the job or in a simulated work environment	1	2	-	-
<b>PC23.</b> observe learner performance and evaluate as per performance criteria to be achieved	1	2	-	-
<b>PC24.</b> record and share feedback on learner performance with management as well as the learner to support learning	1	2	-	-
<b>PC25.</b> ensure the learners display competence repeatedly before signing off their learning accomplishment	1	2	-	-
<i>Carry out post-training activities</i>	<b>5</b>	<b>10</b>	-	-
<b>PC26.</b> monitor the cleanliness and tidiness of the workshop area	1	2	-	-
<b>PC27.</b> notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel	1	2	-	-
<b>PC28.</b> securing equipment and tools in safe places in accordance with procedures	1	2	-	-
<b>PC29.</b> ensure that training equipment and tools are used and left in good condition	1	2	-	-
<b>PC30.</b> complete learner records accurately and submit or process and in the required timeframes	1	2	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MEP/N2603
<b>NOS Name</b>	Facilitate learning of work skills on-the-job or in a simulated work environment
<b>Sector</b>	Management
<b>Sub-Sector</b>	Training and Assessment
<b>Occupation</b>	Training Delivery
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	03/08/2018
<b>Next Review Date</b>	21/06/2022
<b>NSQF Clearance Date</b>	19/12/2018

## **MEP/N2604: Undertake assessment of competence as per required standards**

### **Description**

This unit deals in detail with the assessment of competence as per required standards.

### **Scope**

This unit/ task covers the following:

- Prepare for undertaking assessment of competence as per standards
- Conduct assessment of competence

### **Elements and Performance Criteria**

#### *Prepare for undertaking assessment of competence as per standards*

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

- PC1.** schedule the assessments in between the training schedule as per requirement of the training plan
- PC2.** access and interpret units of competency that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected
- PC3.** ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates
- PC4.** ensure a safe and secure environment for the assessment to take place
- PC5.** explain to the learner the purpose of the formative assessment and what they will be assessed on before conducting the assessment

#### *Conduct assessment of competence*

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

- PC6.** use assessment tools for various purposes: evaluate level of competence; evaluate learning retention; monitor learner progress against program and session objectives; identify learner learning needs against required curriculum; provide feedback to learners on progress; create development plan for further learning; assess learning styles; assess learner soft skills
- PC7.** gather evidence of performance applying the principles of assessment and rules of evidence
- PC8.** evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence
- PC9.** use judgement to infer whether competence has been demonstrated, based on the available evidence and in line with agreed assessment procedures and plan
- PC10.** record assessment decision whether competency mentioned in assessment criteria has been achieved
- PC11.** identify level of competence achieved as per assessment criteria as well as learning gaps
- PC12.** provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required

- PC13.** prepare development plan for the learner to cover the learning gaps as identified in the assessment
- PC14.** complete learner assessment records accurately and submit or process as required in the required timeframes
- PC15.** use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.
- PC16.** check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences
- PC17.** document the results on paper templates as well as online forms and templates as prescribed accurately
- PC18.** complete candidate records accurately and process in the required time frame
- PC19.** secure, label and pack the evidences accurately as per standard procedures adopted by training organisation

## **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 (HSE) 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.** Purpose of formative assessment and when is undertaken
- KU8.** how competency based assessment differs from other types of assessment
- KU9.** competency standards as the basis of qualifications
- KU10.** structure and application of competency standards
- KU11.** the principles of assessment and how they are applied
- KU12.** the distinction between assessment tools and assessment instruments
- KU13.** the rules of evidence and how they are applied
- KU14.** the range of assessment purposes and assessment contexts, including RPL
- KU15.** different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs
- KU16.** how to apply assessment tools (in a formative assessment context) such as: the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods instruments to be used for gathering evidence, such as: profile of acceptable performance measures templates and proformas specific questions or activities evidence and observation checklists checklists for evaluating work samples candidate self-assessment materials procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.
- KU17.** reasonable adjustments and when they are applicable

- KU18.** types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment
- KU19.** how to develop development plan for learner based on formative assessment results

## **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 trainers 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.** how to improve work process
- GS18.** how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs
- GS19.** how to spot potential hazards at the workplace or simulated work place

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for undertaking assessment of competence as per standards</i>	<b>10</b>	<b>15</b>	-	-
<b>PC1.</b> schedule the assessments in between the training schedule as per requirement of the training plan	2	3	-	-
<b>PC2.</b> access and interpret units of competency that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected	2	3	-	-
<b>PC3.</b> ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates	2	3	-	-
<b>PC4.</b> ensure a safe and secure environment for the assessment to take place	2	3	-	-
<b>PC5.</b> explain to the learner the purpose of the formative assessment and what they will be assessed on before conducting the assessment	2	3	-	-
<i>Conduct assessment of competence</i>	<b>28</b>	<b>47</b>	-	-
<b>PC6.</b> use assessment tools for various purposes Various purposes: evaluate level of competence; evaluate learning retention; monitor learner progress against program and session objectives; identify learner learning needs against required curriculum; provide feedback to learners on progress; create development plan for further learning; assess learning styles; assess learner soft skills	2	4	-	-
<b>PC7.</b> gather evidence of performance applying the principles of assessment and rules of evidence	2	4	-	-
<b>PC8.</b> evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence	2	4	-	-
<b>PC9.</b> use judgement to infer whether competence has been demonstrated, based on the available evidence and in line with agreed assessment procedures and plan	2	4	-	-



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> record assessment decision whether competency mentioned in assessment criteria has been achieved	2	3	-	-
<b>PC11.</b> identify level of competence achieved as per assessment criteria as well as learning gaps	2	4	-	-
<b>PC12.</b> provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required	2	3	-	-
<b>PC13.</b> prepare development plan for the learner to cover the learning gaps as identified in the assessment	2	3	-	-
<b>PC14.</b> complete learner assessment records accurately and submit or process as required in the required timeframes	2	3	-	-
<b>PC15.</b> use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.	2	3	-	-
<b>PC16.</b> check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences	2	3	-	-
<b>PC17.</b> document the results on paper templates as well as online forms and templates as prescribed accurately	2	3	-	-
<b>PC18.</b> complete candidate records accurately and process in the required time frame	2	3	-	-
<b>PC19.</b> secure, label and pack the evidences accurately as per standard procedures adopted by training organisation	2	3	-	-
<b>NOS Total</b>	<b>38</b>	<b>62</b>	<b>-</b>	<b>-</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MEP/N2604
<b>NOS Name</b>	Undertake assessment of competence as per required standards
<b>Sector</b>	Management
<b>Sub-Sector</b>	Training and Assessment
<b>Occupation</b>	Training Delivery
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	03/08/2018
<b>Next Review Date</b>	21/06/2022
<b>NSQC Clearance Date</b>	19/12/2018

## **MEP/N2610: Demonstrate work skills on-the-job or in a simulated work environment**

### **Description**

This unit is about conducting demonstration of work skills on-the-job or in a simulated work environment.

### **Scope**

This unit/ task covers the following:

- Identify audience for demonstration
- Prepare for the demonstration
- Conduct demonstration
- Undertake post demonstration activities

### **Elements and Performance Criteria**

#### *Identify audience for demonstration*

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

- PC1.** identify characteristics of audience to customize demonstration as per their needs
- PC2.** confirm numbers and, if possible, names of individuals to ensure that all are present
- PC3.** identify purpose of the demonstration Purpose: To training the audience, to generate awareness, to demonstrate competence, etc.
- PC4.** identify time allowed for demonstration
- PC5.** identify location and facilities where demonstration will take place

#### *Prepare for the demonstration*

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

- PC6.** identify topic/s for demonstration
- PC7.** research topic/s and clarify doubts with subject matter expert
- PC8.** develop order or sequence of demonstration, for overall coverage of topic/s as well as coverage of each task within the topic to ensure ease of understanding for audience and efficient use of resources
- PC9.** rehearse the demonstration without the audience and identify areas that need specific attention
- PC10.** confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration

#### *Conduct demonstration*

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

- PC11.** conduct a site and safety briefing
- PC12.** conduct a group introduction session for names and stories of participants
- PC13.** clarify the planning of sessions for the audience
- PC14.** clarify each activity with respect to purpose, precautions and procedure before performing it

- PC15.** conduct the demonstration while adapting to audience needs and ensuring that the purpose of the demonstration is being achieved
- PC16.** ensure that all audience members can see the demonstration and hear the instructions and explanations clearly
- PC17.** perform all the steps of the demonstration skilfully and in proper sequence
- PC18.** ensure that the demonstration is accurate and realistic
- PC19.** conduct review and summarization of activities as required
- PC20.** work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines

#### *Undertake post demonstration activities*

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

- PC21.** collect feed-back information and address any issues identified
- PC22.** use feed-back in future demonstration planning
- PC23.** secure equipment and tools in safe places and leave them in good condition in accordance with procedures
- PC24.** complete demonstration 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.** organizational record-management systems and reporting requirements
- KU2.** Health Safety and Environment issues relating to delivery of competency based training
- KU3.** Work area inspection procedures and practices
- KU4.** Waste and dangerous materials disposal procedures and practices
- KU5.** Procedures for the recording, reporting and maintenance of workplace equipment
- KU6.** state some common purposes for which demonstration is done  
Propose of demonstrations: to training the audience, to generate awareness, to sell a product or service, to prove own competence, etc.
- KU7.** describe key characteristics of effective demonstrations  
Characteristics of effective demonstrations: Purposefulness, Clarity, Completeness, Speed and duration optimization, Correct sequencing, freedom for errors, cost optimization
- KU8.** audience characteristics for which the demonstration is to be adapted
- KU9.** importance of knowing the audience and purpose of demonstration, before starting
- KU10.** sources for information about audience, time, location, purpose and topic/s for demonstration
- KU11.** importance planning how to conduct the demonstration and rehearsing it before the actual demonstration
- KU12.** how to order or sequence a demonstration such that it ensures ease of understanding for audience and efficient use of resources
- KU13.** importance of confirming that all materials, tools and equipment is present and in working order, including safety equipment for the demonstration
- KU14.** how to conduct a site and safety briefing and why is it important

- KU15.** importance of briefing the audience on each activity with respect to its purpose, precautions and procedure before demonstration
- KU16.** when is reviewing and revising of activities required after the demonstration
- KU17.** need for working safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines
- KU18.** feed-back to be collected that will benefit future demonstration planning
- KU19.** secure equipment and tools in safe places in accordance with procedures
- KU20.** importance of ensuring safety, hygiene, tidiness before, during and after the sessions
- KU21.** demonstration records and the process of submitting the same
- KU22.** importance of completing demonstration records accurately and processing within required timeframes

## **Generic Skills (GS)**

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

- GS1.** complete demonstration related documentation in simple word on pre-set formats
- GS2.** Read feedback in local language or simple English
- GS3.** Provide clear explanation of safety procedures, demonstration related steps and site briefing
- GS4.** Provide answer to queries w.r.t to the demonstration
- GS5.** handle disruptions during demonstration in a solution seeking and calm manner
- GS6.** identify audience and environment related concerns are to be dealt on their own and which have to be reported and handled in consultation with seniors
- GS7.** deliver demonstration smoothly, on time while meeting the session objectives
- GS8.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS9.** identify and meet client needs w.r.t demonstration
- GS10.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS11.** how to improve work process
- GS12.** how to 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 audience for demonstration</i>	<b>6</b>	<b>11</b>	-	-
<b>PC1.</b> identify characteristics of audience to customize demonstration as per their needs	2	3	-	-
<b>PC2.</b> confirm numbers and, if possible, names of individuals to ensure that all are present	1	2	-	-
<b>PC3.</b> identify purpose of the demonstration Purpose: To training the audience, to generate awareness, to demonstrate competence, etc.	1	2	-	-
<b>PC4.</b> identify time allowed for demonstration	1	2	-	-
<b>PC5.</b> identify location and facilities where demonstration will take place	1	2	-	-
<i>Prepare for the demonstration</i>	<b>9</b>	<b>15</b>	-	-
<b>PC6.</b> identify topic/s for demonstration	1	2	-	-
<b>PC7.</b> research topic/s and clarify doubts with subject matter expert	2	3	-	-
<b>PC8.</b> develop order or sequence of demonstration, for overall coverage of topic/s as well as coverage of each task within the topic to ensure ease of understanding for audience and efficient use of resources	2	4	-	-
<b>PC9.</b> rehearse the demonstration without the audience and identify areas that need specific attention	2	3	-	-
<b>PC10.</b> confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration	2	3	-	-
<i>Conduct demonstration</i>	<b>17</b>	<b>29</b>	-	-
<b>PC11.</b> conduct a site and safety briefing	2	3	-	-
<b>PC12.</b> conduct a group introduction session for names and stories of participants	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> clarify the planning of sessions for the audience	2	3	-	-
<b>PC14.</b> clarify each activity with respect to purpose, precautions and procedure before performing it	2	3	-	-
<b>PC15.</b> conduct the demonstration while adapting to audience needs and ensuring that the purpose of the demonstration is being achieved	2	3	-	-
<b>PC16.</b> ensure that all audience members can see the demonstration and hear the instructions and explanations clearly	2	3	-	-
<b>PC17.</b> perform all the steps of the demonstration skilfully and in proper sequence	1	3	-	-
<b>PC18.</b> ensure that the demonstration is accurate and realistic	1	3	-	-
<b>PC19.</b> conduct review and summarization of activities as required	1	3	-	-
<b>PC20.</b> work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines	2	2	-	-
<i>Undertake post demonstration activities</i>	<b>4</b>	<b>9</b>	-	-
<b>PC21.</b> collect feed-back information and address any issues identified	1	3	-	-
<b>PC22.</b> use feed-back in future demonstration planning	1	2	-	-
<b>PC23.</b> secure equipment and tools in safe places and leave them in good condition in accordance with procedures	1	2	-	-
<b>PC24.</b> complete demonstration records accurately and submit or process and in the required timeframes	1	2	-	-
<b>NOS Total</b>	<b>36</b>	<b>64</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MEP/N2610
<b>NOS Name</b>	Demonstrate work skills on-the-job or in a simulated work environment
<b>Sector</b>	Management
<b>Sub-Sector</b>	Training and Assessment
<b>Occupation</b>	Training Delivery
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	21/06/2018
<b>Next Review Date</b>	21/06/2022
<b>NSQC Clearance Date</b>	19/12/2018



## **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>	<b>8</b>	<b>14</b>	-	-
<b>PC1.</b> 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	-	-
<b>PC2.</b> identify, control and report health and safety issues relating to immediate work environment according to procedures	2	4	-	-
<b>PC3.</b> 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	-	-
<b>PC4.</b> document safety records according to organisational policies	2	3	-	-
<i>Maintain a safe environment</i>	<b>10</b>	<b>22</b>	-	-
<b>PC5.</b> recognise health and safety related hazards in the training and assessment area	1	4	-	-
<b>PC6.</b> follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	2	4	-	-
<b>PC7.</b> document and report all hazards, accidents and near-miss incidents as per set process	2	4	-	-
<b>PC8.</b> provide guidance and support to learners on the safe use and care of equipment and resources	2	3	-	-
<b>PC9.</b> conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines	1	4	-	-
<b>PC10.</b> take appropriate steps, if required, to maintain personal safety of self and others	2	3	-	-
<i>Maintain a healthy and hygienic environment</i>	<b>6</b>	<b>20</b>	-	-
<b>PC11.</b> 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
<b>PC12.</b> respond appropriately to learners who require assistance with personal care or hygiene	1	4	-	-
<b>PC13.</b> ensure all learners or candidates follow personal hygiene and grooming standards as required	1	4	-	-
<b>PC14.</b> provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses	2	4	-	-
<b>PC15.</b> assist learners in need of minor first aid in accordance with school or centre procedures	1	4	-	-
<i>Deal with emergency situations</i>	<b>6</b>	<b>14</b>	-	-
<b>PC16.</b> recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility	2	3	-	-
<b>PC17.</b> follow emergency procedures correctly in accordance with school/centre procedures	1	4	-	-
<b>PC18.</b> seek assistance promptly from colleagues and/or other authorities where appropriate	1	4	-	-
<b>PC19.</b> report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms	2	3	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MEP/N9911
<b>NOS Name</b>	Apply health and safety practices applicable in a training and assessment environment
<b>Sector</b>	Management
<b>Sub-Sector</b>	Training and Assessment
<b>Occupation</b>	Training Delivery
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/06/2022
<b>Next Review Date</b>	30/06/2025
<b>NSQC Clearance Date</b>	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>	<b>2</b>	<b>4</b>	-	-
<b>PC1.</b> display appropriate professional appearance for the workplace	1	2	-	-
<b>PC2.</b> interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner	1	2	-	-
<i>Maintain and enhance professional competence</i>	<b>10</b>	<b>21</b>	-	-
<b>PC3.</b> develop personal and professional goals and objectives	1	2	-	-
<b>PC4.</b> identify strengths and weaknesses in relation to goals and objectives	1	2	-	-
<b>PC5.</b> evaluate own capacity to meet goals and objectives	1	2	-	-
<b>PC6.</b> determine personal development needs to perform role as per desired standards	1	2	-	-
<b>PC7.</b> develop a professional development plan to enhance professional capabilities	1	3	-	-
<b>PC8.</b> document a professional practice plan designed to support the achievement of goals	1	2	-	-
<b>PC9.</b> select and implement development opportunities to support continuous learning and maintain currency of professional practice	1	2	-	-
<b>PC10.</b> research developments and trends impacting on professional practice and integrate information into work performance	1	2	-	-
<b>PC11.</b> invite peers and others to observe, and provide feedback, on own performance and practices	1	2	-	-
<b>PC12.</b> 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>	<b>12</b>	<b>20</b>	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> perform tasks to the required workplace standard	2	3	-	-
<b>PC14.</b> complete duties accurately, systematically and within required timeframes	1	2	-	-
<b>PC15.</b> follow organisational policies	1	2	-	-
<b>PC16.</b> protect the rights of the client and organisation when delivering services	1	3	-	-
<b>PC17.</b> ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
<b>PC18.</b> recognise potential ethical issues in the workplace and discuss with an appropriate person	2	2	-	-
<b>PC19.</b> recognise unethical conduct and report to an appropriate person	1	2	-	-
<b>PC20.</b> operate within an agreed ethical code of practice	2	2	-	-
<b>PC21.</b> apply organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
<i>Work effectively with all stakeholders</i>	<b>12</b>	<b>19</b>	-	-
<b>PC22.</b> identify and obtain clarity regarding organisational, team and own goals	1	2	-	-
<b>PC23.</b> prioritise tasks at work as per organisational, team and own goals	2	3	-	-
<b>PC24.</b> plan to meet team performance targets and standards	2	2	-	-
<b>PC25.</b> monitor own and team performance as per agreed plan	1	2	-	-
<b>PC26.</b> share all relevant information with stakeholders in agreed formats and as per agreed timelines	1	2	-	-
<b>PC27.</b> 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
<b>PC28.</b> recognise, avoid and/or address any conflict of interest	1	2	-	-
<b>PC29.</b> use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours	1	2	-	-
<b>PC30.</b> 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	-	-
<b>NOS Total</b>	<b>36</b>	<b>64</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MEP/N9912
<b>NOS Name</b>	Apply principles of professional practice at the workplace
<b>Sector</b>	Management
<b>Sub-Sector</b>	Training and Assessment
<b>Occupation</b>	Training Delivery
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Next Review Date</b>	29/09/2025

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

- 1.Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (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 PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

**(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

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
MEP/N2603.Facilitate learning of work skills on-the-job or in a simulated work environment	40	60	-	-	100	25
MEP/N2604.Undertake assessment of competence as per required standards	38	62	-	-	100	20
MEP/N2610.Demonstrate work skills on-the-job or in a simulated work environment	36	64	-	-	100	25
MEP/N9911.Apply health and safety practices applicable in a training and assessment environment	30	70	-	-	100	15
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	15
<b>Total</b>	<b>180</b>	<b>320</b>	<b>-</b>	<b>-</b>	<b>500</b>	<b>100</b>

## Acronyms

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

## Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.
<b>Knowledge and Understanding (KU)</b>	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.



<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.