



Training Centre Manager

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NSQF Level: 6

MANAGEMENT & ENTREPRENEURSHIP AND PROFESSIONAL SKILLS COUNCIL || F-04, Plot No. 212,
Okhla Industrial Estate, Phase III
New Delhi -110020 || email:ssaxena@mepsc.in

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MEP/Q2604: Training Centre Manager

Brief Job Description

A Training Centre Manager manages overall centre operations including mobilization, training quality, assessment, placement, documentation, reporting and smooth operations of a training centre. The individual is responsible for implementation of various training programs at the centre.

Personal Attributes

The individual must have good management skills, strong interpersonal skills, the ability to work as part of a team a passion for quality and for developing others and be well-organized.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N2612: Manage routine operations of a training centre](#)
2. [MEP/N2613: Lead student mobilization for training centre](#)
3. [MEP/N2614: Monitor training quality in a training centre](#)
4. [MEP/N2615: Plan and implement placement activities](#)
5. [MEP/N2617: Carry out trainer screening and onboarding](#)
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
Country	India
NSQF Level	6
Credits	NA

Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification & Experience	Graduate (or equivalent) with 5-10 Years of experience in training centre operations
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	25 Years
Last Reviewed On	21/06/2018
Next Review Date	21/06/2022
Deactivation Date	02/08/2023
NSQC Approval Date	19/12/2018
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NQR Version	1.0

MEP/N2612: Manage routine operations of a training centre

Description

This unit deals in detail with managing the routine activities that take place in a training centre.

Elements and Performance Criteria

Manage infrastructure and various facilities of a training centre

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

- PC1.** organize for adequate infrastructure for running various programs at a centre as per plan in co-ordination with the procurement team
- PC2.** perform physical inspection of centre for cleanliness and adequacy of infrastructure and various facilities Infrastructure: Office, reception area, counselling room, records room, class room, laboratory, library, common area, staff room, washrooms etc.
- PC3.** ensure that all utilities (such as lights, fans, air conditioners, CCTV, biometric); machines; tools and other amenities are in good working condition
- PC4.** ensure that training infrastructure like chairs, desks, boards, projectors, computers are in good condition, replace if damaged
- PC5.** ensure that machines and other equipment used for the training are clean and in good working condition
- PC6.** raise request to the appropriate authority in case of additional infrastructure requirement
- PC7.** ensure that adequate supply of training material is available at the centre as per the program guidelines
- PC8.** check for the availability of fire extinguishers and first aid box

Ensure adequacy of staff

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

- PC9.** check for requirement of staff and trainers as per operational plan
- PC10.** raise request to the appropriate authority in case of additional requirement of staff or trainers
- PC11.** prepare basic job description for various staff roles required at the training centre containing eligibility criteria and key responsibilities
- PC12.** adopt appropriate methods for sourcing candidates for vacant staff positions
- PC13.** conduct interviews to identify suitable candidates for vacant staff positions
- PC14.** follow organisation process with respect to staffing, recruitment and on-boarding
- PC15.** provide orientation and briefing to new staff recruited with respect to their job requirements
- PC16.** ensure adequate training is provided and handover is properly received by staff
- PC17.** deploy staff to ensure smooth functioning of all activities in the centre with minimum downtime

Ensure implementation of standard processes in a training centre

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

- PC18.** identify various activities being conducted in the training centre

- PC19.** establish standard processes in the training centre a like students walk in, counselling, training, accounting, mobilization, assessment, placement, feedback, communication protocol, inventory, MIS, attendance (physical and biometric), security protocols, grievance handling, etc.
- PC20.** establish processes to monitor adherence to standard processes and program guidelines
- PC21.** take action against non-adherence to processes as per organisational guidelines
- PC22.** undertake work according to the organisations quality assurance policies, procedures, processes and codes of conduct.
- PC23.** prepare a training calendar and plan batches as per the target allocation
- PC24.** check for adequacy of training material and request appropriate authority

Manage documentation

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

- PC25.** ensure the availability of required documents as per the program guidelines: Documents: Student enrolment form, student identification documents, student feedback forms, parent consent form, feedback from the employer, any requests made to the appropriate authority, legal and statutory compliance documents, communication with relevant stake holders, training calendar, batch planning, student and staff attendance register, inventory register, visitor register, complaint register, stock register, placement register etc.
- PC26.** prepare and share with all stakeholders process manuals for standard processes implemented within the training centre
- PC27.** verify that all documents are updated at regular intervals

Ensure timely submission of MIS reports

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

- PC28.** identify various MIS reports required to be prepared as per program guidelines and organisational requirements Reports: Programs being run, number of students enrolled in each program, number of students trained, number of students assessed, number of students certified, number of students placed, companies visiting the campus, grievance and complaints received and their status, etc.
- PC29.** train MIS executive on various types of reports to be submitted and frequency of report generation
- PC30.** approve the schedule of reports to be shared indicating frequency
- PC31.** ensure that all the reports are submitted to the appropriate authority in time
- PC32.** get the feedback from the appropriate authority on the quality of MIS
- PC33.** take appropriate action to improve the timeliness and quality of MIS reports generated

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 assessmenttc.costs/resourcing
- KU2.** Health, Safety and Environment issues relating to delivery of competency-based training
- KU3.** work area overview of procedures and practices in line with required standards
- KU4.** waste and dangerous materials disposal procedures and practices
- KU5.** procedures for the recording, reporting and maintenance of workplace equipment

- KU6.** Training centre activities and processes
- KU7.** how to interpret program guidelines and standard operating procedure
- KU8.** how to make a training calendar
- KU9.** how to create a batch plan based on the intake capacity and available infrastructure
- KU10.** use basic accounting procedures
- KU11.** how to index files and provide nomenclature
- KU12.** how to prepare budget and expense statements
- KU13.** the importance of MIS
- KU14.** various types of reports to be submitted
- KU15.** use of MS office suite effectively
- KU16.** application of ERP software being used
- KU17.** 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.
- KU18.** key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009 and 2015
- KU19.** current national quality assurance arrangements for training organisations and assessing bodies

Generic Skills (GS)

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

- GS1.** prepare a training calendar and batch plan
- GS2.** raise request for staff, trainers, infrastructure, training material to the appropriate authority
- GS3.** prepare compliance or deviation reports as per the program guidelines
- GS4.** communicate with relevant stake holders: Stake holders: National training head, HR head, Infrastructure head, potential employers, assessment agency, government authority etc.
- GS5.** write letter or e-mail to the appropriate authority regarding any issues of training or center performance
- GS6.** extract information from the program guidelines
- GS7.** analyse various reports like student feedback, employee feedback, MIS reports, centre P and L statements etc.
- GS8.** extract information from circulars and notifications issued by competent authority
- GS9.** analyze MIS reports
- GS10.** communicate with staff, students, trainers and competent authority
- GS11.** seek help from the National Training Head in case of unresolved problems
- GS12.** communicate with appropriate authority for any requirement
- GS13.** interact with various stakeholders regarding the performance of the centre
- GS14.** handle any unpleasant incidents at the centre. Unpleasant incidents: Fire, accidents, mob, rioting by the students etc.
- GS15.** make an alternative arrangement in case a faculty is absent for that particular day
- GS16.** run a centre with full capacity

- GS17.** adhere to program guidelines to the core
- GS18.** organize necessary resources to run the program effectively
- GS19.** carry out batch planning as per the intake capacity and infrastructure availability
- GS20.** identify and meet client and student needs
- GS21.** resolve grievances received from students, parents and staff while following organisational protocol
- GS22.** apply problem- solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS23.** improve work processes by using techniques like reflection, resequencing, reducing duplication of effort, automation, etc.
- GS24.** 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>Manage infrastructure and various facilities of a training centre</i>	8	16	-	-
PC1. organize for adequate infrastructure for running various programs at a centre as per plan in co-ordination with the procurement team	1	2	-	-
PC2. perform physical inspection of centre for cleanliness and adequacy of infrastructure and various facilities Infrastructure: Office, reception area, counselling room, records room, class room, laboratory, library, common area, staff room, washrooms etc.	1	2	-	-
PC3. ensure that all utilities (such as lights, fans, air conditioners, CCTV, biometric); machines; tools and other amenities are in good working condition	1	2	-	-
PC4. ensure that training infrastructure like chairs, desks, boards, projectors, computers are in good condition, replace if damaged	1	2	-	-
PC5. ensure that machines and other equipment used for the training are clean and in good working condition	1	2	-	-
PC6. raise request to the appropriate authority in case of additional infrastructure requirement	1	2	-	-
PC7. ensure that adequate supply of training material is available at the centre as per the program guidelines	1	2	-	-
PC8. check for the availability of fire extinguishers and first aid box	1	2	-	-
<i>Ensure adequacy of staff</i>	9	17	-	-
PC9. check for requirement of staff and trainers as per operational plan	1	2	-	-
PC10. raise request to the appropriate authority in case of additional requirement of staff or trainers	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. prepare basic job description for various staff roles required at the training centre containing eligibility criteria and key responsibilities	1	2	-	-
PC12. adopt appropriate methods for sourcing candidates for vacant staff positions	1	2	-	-
PC13. conduct interviews to identify suitable candidates for vacant staff positions	1	2	-	-
PC14. follow organisation process with respect to staffing, recruitment and on-boarding	1	1	-	-
PC15. provide orientation and briefing to new staff recruited with respect to their job requirements	1	2	-	-
PC16. ensure adequate training is provided and handover is properly received by staff	1	2	-	-
PC17. deploy staff to ensure smooth functioning of all activities in the centre with minimum downtime	1	2	-	-
<i>Ensure implementation of standard processes in a training centre</i>	8	14	-	-
PC18. identify various activities being conducted in the training centre	1	2	-	-
PC19. establish standard processes in the training centre a like students walk in, counselling, training, accounting, mobilization, assessment, placement, feedback, communication protocol, inventory, MIS, attendance (physical and biometric), security protocols, grievance handling, etc.	1	2	-	-
PC20. establish processes to monitor adherence to standard processes and program guidelines	1	2	-	-
PC21. take action against non-adherence to processes as per organisational guidelines	1	2	-	-
PC22. undertake work according to the organisations quality assurance policies, procedures, processes and codes of conduct.	1	2	-	-
PC23. prepare a training calendar and plan batches as per the target allocation	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC24. check for adequacy of training material and request appropriate authority	1	2	-	-
<i>Manage documentation</i>	4	6	-	-
PC25. ensure the availability of required documents as per the program guidelines: Documents: Student enrolment form, student identification documents, student feedback forms, parent consent form, feedback from the employer, any requests made to the appropriate authority, legal and statutory compliance documents, communication with relevant stake holders, training calendar, batch planning, student and staff attendance register, inventory register, visitor register, complaint register, stock register, placement register etc.	1	2	-	-
PC26. prepare and share with all stakeholders process manuals for standard processes implemented within the training centre	2	2	-	-
PC27. verify that all documents are updated at regular intervals	1	2	-	-
<i>Ensure timely submission of MIS reports</i>	6	12	-	-
PC28. identify various MIS reports required to be prepared as per program guidelines and organisational requirements Reports: Programs being run, number of students enrolled in each program, number of students trained, number of students assessed, number of students certified, number of students placed, companies visiting the campus, grievance and complaints received and their status, etc.	1	2	-	-
PC29. train MIS executive on various types of reports to be submitted and frequency of report generation	1	2	-	-
PC30. approve the schedule of reports to be shared indicating frequency	1	2	-	-
PC31. ensure that all the reports are submitted to the appropriate authority in time	1	2	-	-
PC32. get the feedback from the appropriate authority on the quality of MIS	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC33. take appropriate action to improve the timeliness and quality of MIS reports generated	1	2	-	-
NOS Total	35	65	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2612
NOS Name	Manage routine operations of a training centre
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N2613: Lead student mobilization for training centre

Description

This unit is about leading student mobilization team and activities at a training centre

Elements and Performance Criteria

Plan for mobilization

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

- PC1.** analyze target audience for various training programs scheduled to run at the training centre
- PC2.** evaluate critically the geographical dividend
- PC3.** decide on the area to mobilize based on the program guidelines
- PC4.** prepare a strategy for mobilization in discussion with mobilizer team
- PC5.** select appropriate approaches to connect and communicate with potential candidates and their parents
- PC6.** establish tracking and monitoring mechanism to track target achievements
- PC7.** ensure adherence to budget allocated for the mobilization
- PC8.** train mobilizers on the mobilization strategy. Training: Program brief, duration, placement opportunities, facilities provided etc.
- PC9.** visit the target area along with mobilizers and identify support as well as challenges that could be faced in conducting planned mobilizing activities
- PC10.** modify plan to overcome local challenges and make best use of local support factors in discussion with team of mobilizers

Monitor mobilization

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

- PC11.** track mobilization efforts and results by asking all mobilizers to share the information on a regular basis
- PC12.** conduct regular meetings with mobilizers to discuss target achievement, address areas of concern and motivate team
- PC13.** engage with influential people in the community and enlist their support
- PC14.** address gatherings of potential students and their parents about the benefits and requirements of joining the training program
- PC15.** ensure the mobilizers record student details like educational qualification, contact number, address for correspondence, program choice etc.
- PC16.** organise for centre walkthroughs for interested candidates with the help of the centre staff
- PC17.** ensure regular reporting about on the mobilization activities and results are shared with the appropriate authority
- PC18.** ensure mobilization targets are met and in case of any deviation, share information with senior management in advance

Initiate student counselling

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

- PC19.** brief counsellors on the counselling process to be followed for interested students

- PC20.** monitor the counselling process and keep track of their performance
- PC21.** instruct counsellors to maintain records of counselling and conversions
- PC22.** listen to and address student concerns promptly
- PC23.** train counsellors on the benefits of the program and script to be used for counselling and on how to improve their conversion rate
- PC24.** ensure student registration formalities are completed in adherence to program guidelines and organisational process
- PC25.** ensure regular reporting about the students counselled and registered are shared with the appropriate authority

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.** geographic dividend and socio-economy background
- KU5.** best practices used in the mobilization activity
- KU6.** resources required for mobilization
- KU7.** the right approach to mobilizing students

Generic Skills (GS)

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

- GS1.** prepare a mobilization plan
- GS2.** prepare a mobilization budget
- GS3.** develop and organise resources required for mobilization
- GS4.** generate mobilization and counselling reports
- GS5.** extract information from the program guidelines regarding students to be trained
- GS6.** read socio- economic background of the area
- GS7.** interpret target students to be mobilized for the training program from the program guidelines
- GS8.** communicate effectively program objectives to mobilizers
- GS9.** impress students about the program and its benefits
- GS10.** orient counsellors to effectively communicate program objectives to the students
- GS11.** interact with appropriate authority regarding the program
- GS12.** decide on the area to mobilize students
- GS13.** choose right mobilization tools
- GS14.** select right mobilization strategy
- GS15.** organize mobilization drives

- GS16.** identify right mobilization resources to be used
- GS17.** carry out effective route plan for the mobilization activity
- GS18.** gather required data about the area from reliable sources. Information: Population, number of schools and colleges, contact details of influencers etc.
- GS19.** identify and meet client and student needs
- GS20.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS21.** improve work processes by using techniques like reflection, resequencing, reducing duplication of effort, automation, etc.
- GS22.** 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 for mobilization</i>	10	30	-	-
PC1. analyze target audience for various training programs scheduled to run at the training centre	1	3	-	-
PC2. evaluate critically the geographical dividend	1	3	-	-
PC3. decide on the area to mobilize based on the program guidelines	1	3	-	-
PC4. prepare a strategy for mobilization in discussion with mobilizer team	1	3	-	-
PC5. select appropriate approaches to connect and communicate with potential candidates and their parents	1	3	-	-
PC6. establish tracking and monitoring mechanism to track target achievements	1	3	-	-
PC7. ensure adherence to budget allocated for the mobilization	1	3	-	-
PC8. train mobilizers on the mobilization strategy. Training: Program brief, duration, placement opportunities, facilities provided etc.	1	3	-	-
PC9. visit the target area along with mobilizers and identify support as well as challenges that could be faced in conducting planned mobilizing activities	1	3	-	-
PC10. modify plan to overcome local challenges and make best use of local support factors in discussion with team of mobilizers	1	3	-	-
<i>Monitor mobilization</i>	8	24	-	-
PC11. track mobilization efforts and results by asking all mobilizers to share the information on a regular basis	1	3	-	-
PC12. conduct regular meetings with mobilizers to discuss target achievement, address areas of concern and motivate team	1	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. engage with influential people in the community and enlist their support	1	3	-	-
PC14. address gatherings of potential students and their parents about the benefits and requirements of joining the training program	1	3	-	-
PC15. ensure the mobilizers record student details like educational qualification, contact number, address for correspondence, program choice etc.	1	3	-	-
PC16. organise for centre walkthroughs for interested candidates with the help of the centre staff	1	3	-	-
PC17. ensure regular reporting about on the mobilization activities and results are shared with the appropriate authority	1	3	-	-
PC18. ensure mobilization targets are met and in case of any deviation, share information with senior management in advance	1	3	-	-
<i>Initiate student counselling</i>	7	21	-	-
PC19. brief counsellors on the counselling process to be followed for interested students	1	3	-	-
PC20. monitor the counselling process and keep track of their performance	1	3	-	-
PC21. instruct counsellors to maintain records of counselling and conversions	1	3	-	-
PC22. listen to and address student concerns promptly	1	3	-	-
PC23. train counsellors on the benefits of the program and script to be used for counselling and on how to improve their conversion rate	1	3	-	-
PC24. ensure student registration formalities are completed in adherence to program guidelines and organisational process	1	3	-	-
PC25. ensure regular reporting about the students counselled and registered are shared with the appropriate authority	1	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	25	75	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2613
NOS Name	Lead student mobilization for training centre
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N2614: Monitor training quality in a training centre

Description

This unit is about monitoring quality of training in a training centre.

Elements and Performance Criteria

Ensure smooth batch launch

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

- PC1.** ensure trainers have undergone adequate training and are certified / qualified to deliver the program
- PC2.** ensure adequacy of training materials and training kits required as per the number of students
- PC3.** approve the detailed time table and allocation of trainers to each batch
- PC4.** provide the trainers with program related guidelines to be adhered to along with trainers guide and other trainers materials
- PC5.** ensure counsellors have prepared the students for the batch launch in adherence to program guidelines. Preparation: Allocation of the students into batches, informing them of the batch launch schedule, completion their documentation formalities, issuance of students kit to all students
- PC6.** brief students on the key benefits of this program and guidelines to be followed in the centre. Program brief: Key objectives of the program, benefits of the program, rules of the institute, facilities available to them, name of the contact person to be contacted in case of concerns or any other issues.
- PC7.** inform appropriate authority regarding the batch launch details
- PC8.** provide batch file format to trainers for daily recording of course progress

Track and monitor program progress

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

- PC9.** verify trainer batch files regularly to ensure that course is progressing as per the schedule
- PC10.** take measures to monitor success parameters of the training programs such as attendance, adherence to schedule, adherence to budget, student feedback, formative assessment results, etc.
- PC11.** sit through the training session and offer feedback on the training delivery after the session
- PC12.** obtain student feedback through the daily feedback documentation as well as by interacting with students formally and informally
- PC13.** conduct planning and review meetings with trainers to discuss issues and concerns that may impact the success of the training program and find solutions for the same
- PC14.** monitor implementation of corrective actions as per plan to deal with any issue or concern that may impact the success of the training program
- PC15.** identify developmental needs of a trainer and organize training sessions if required
- PC16.** ensure that the training expenses are within the budget
- PC17.** inform appropriate authority if there any deviations from the budget
- PC18.** justify for overspending and seek approval for additional budget

- PC19.** prepare a batch-wise progress report along with problems faced, corrective measures taken and recommendations for support
- PC20.** share progress report with appropriate authority on a regular basis
- PC21.** update trainers and students regularly on the progress of the training program as well as action taken on areas of concern raised by them and the authorities

Review target achievement

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

- PC22.** review and analyse performance with respect to key performance parameters to identify percentage of achievement on each parameter at the end of each batch
- PC23.** identify areas of improvement for the next batch
- PC24.** discuss alternate plans with the appropriate authority and seek approval
- PC25.** plan to launch new batches to meet the required performance target for the training program

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 training
Methods of Training: Lecture, Question Based Discussion, Demonstration, Group Activity
- KU8.** principles of adult learning
- KU9.** importance of outcomes-based training and assessments
- KU10.** key success parameters of a training program and measures that can be taken to monitor the same.
- KU11.** training aids required for effective delivery
- KU12.** how to prepare a training calendar, batch plan, time table etc.
- KU13.** how to analyze feedback from the students
- KU14.** effective planning techniques
- KU15.** how to interpret various MIS reports
- KU16.** importance of keeping all stakeholders informed of the progress of the training program, areas of concerns and action being taken to ensure success of the program

Generic Skills (GS)

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

- GS1.** prepare a training calendar

- GS2.** prepare a batch plan
- GS3.** create a timetable based on the available resources Reading Skills
- GS4.** analyze various program guidelines
- GS5.** analyze feedback received from students and employers
- GS6.** interpret various MIS reports
- GS7.** interact with students, staff and trainers politely
- GS8.** seek advice from the appropriate authority
- GS9.** escalate issues to the appropriate authority
- GS10.** implement program to meet allocated targets
- GS11.** act in case of any deviation from the plan
- GS12.** plan batches to meet targets
- GS13.** organize training resources as per guidelines
- GS14.** mobilize students as per the plan
- GS15.** run a training centre to deliver effective training program
- GS16.** meet students expectation
- GS17.** foresee a problem and take quick actions
- GS18.** escalate problems to the appropriate authority
- GS19.** evaluate various options and to choose the right solution
- GS20.** breakdown relevant work process into its constituent activities for ease of analysis
- GS21.** explain which staff behaviours and work practices need to be encouraged or discouraged, on the basis of how they contribute to development of positive or negative organisational culture

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Ensure smooth batch launch</i>	8	24	-	-
PC1. ensure trainers have undergone adequate training and are certified / qualified to deliver the program	1	3	-	-
PC2. ensure adequacy of training materials and training kits required as per the number of students	1	3	-	-
PC3. approve the detailed time table and allocation of trainers to each batch	1	3	-	-
PC4. provide the trainers with program related guidelines to be adhered to along with trainers guide and other trainers materials	1	3	-	-
PC5. ensure counsellors have prepared the students for the batch launch in adherence to program guidelines. Preparation: Allocation of the students into batches, informing them of the batch launch schedule, completion their documentation formalities, issuance of students kit to all students	1	3	-	-
PC6. brief students on the key benefits of this program and guidelines to be followed in the centre. Program brief: Key objectives of the program, benefits of the program, rules of the institute, facilities available to them, name of the contact person to be contacted in case of concerns or any other issues.	1	3	-	-
PC7. inform appropriate authority regarding the batch launch details	1	3	-	-
PC8. provide batch file format to trainers for daily recording of course progress	1	3	-	-
<i>Track and monitor program progress</i>	13	39	-	-
PC9. verify trainer batch files regularly to ensure that course is progressing as per the schedule	1	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. take measures to monitor success parameters of the training programs such as attendance, adherence to schedule, adherence to budget, student feedback, formative assessment results, etc.	1	3	-	-
PC11. sit through the training session and offer feedback on the training delivery after the session	1	3	-	-
PC12. obtain student feedback through the daily feedback documentation as well as by interacting with students formally and informally	1	3	-	-
PC13. conduct planning and review meetings with trainers to discuss issues and concerns that may impact the success of the training program and find solutions for the same	1	3	-	-
PC14. monitor implementation of corrective actions as per plan to deal with any issue or concern that may impact the success of the training program	1	3	-	-
PC15. identify developmental needs of a trainer and organize training sessions if required	1	3	-	-
PC16. ensure that the training expenses are within the budget	1	3	-	-
PC17. inform appropriate authority if there any deviations from the budget	1	3	-	-
PC18. justify for overspending and seek approval for additional budget	1	3	-	-
PC19. prepare a batch-wise progress report along with problems faced, corrective measures taken and recommendations for support	1	3	-	-
PC20. share progress report with appropriate authority on a regular basis	1	3	-	-
PC21. update trainers and students regularly on the progress of the training program as well as action taken on areas of concern raised by them and the authorities	1	3	-	-
<i>Review target achievement</i>	4	12	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. review and analyse performance with respect to key performance parameters to identify percentage of achievement on each parameter at the end of each batch	1	3	-	-
PC23. identify areas of improvement for the next batch	1	3	-	-
PC24. discuss alternate plans with the appropriate authority and seek approval	1	3	-	-
PC25. plan to launch new batches to meet the required performance target for the training program	1	3	-	-
NOS Total	25	75	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2614
NOS Name	Monitor training quality in a training centre
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N2615: Plan and implement placement activities

Description

This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for a training centre manager to successfully provide gainful employment to students.

Elements and Performance Criteria

Plan placement activities

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

- PC1.** instruct placement coordinators to gather required data of potential employers in target region(s) and sector(s). Data: Name of the company, location, complete address, products, requirement in terms of skills, the name of the HR executive/Head, contact number, e-mail id etc.
- PC2.** share details of own contacts of potential employers
- PC3.** review data gathered from placement co-ordinators and short list employers based on the program being conducted
- PC4.** instruct placement co-ordinators to gather information regarding events and opportunities in the surrounding area where potential employers can be connected to
- PC5.** identify competition and their strategy for tapping potential employers
- PC6.** prepare a plan in discussion with placement team to connect with the shortlisted companies and pitch for placements

Implement placement activities

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

- PC7.** prepare a note on the company and program giving brief details about the program, skills acquired by candidates, number of candidates available for placement etc.
- PC8.** engage with senior management of potential employers and share information regarding the program being conducted
- PC9.** engage with senior management of potential employers to understand their manpower requirements and share availability of certified manpower that can suit their requirements
- PC10.** invite employers to visit the training facility and interact with students
- PC11.** organize pre- placement talks for students by potential employers
- PC12.** encourage employers participate in the placement drive
- PC13.** organize placement drives at the institute
- PC14.** encourage students to actively participate in the placement drives
- PC15.** ensure students selected get offer letters to students and are informed of the joining date
- PC16.** ensure staff collects required documents from students as required by employers and handover to employers
- PC17.** instruct placement co-ordinators to make all necessary arrangements like accommodation, boarding etc. as per the requirement
- PC18.** prepare a placement drive report. Report: Report to include number of companies visited, number of students placed with each company, batch number, trade, highest salary offered, average salary etc.

PC19. collect feedback from the employers regarding the performance of students recruited from the centre and convey the same to trainers

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.** how to read job description and employers skill matrix
- KU7.** how to identify sector specific job roles and potential employers in that particular location
- KU8.** how to prepare a placement plan and implement
- KU9.** resources required for placement activities
- KU10.** how to prepare job description of placement co-ordinators

Generic Skills (GS)

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

- GS1.** prepare resources required for placement activities
- GS2.** prepare an invite to potential employers to participate in the placement drive
- GS3.** prepare a placement report
- GS4.** read a skill matrix provided by the employer
- GS5.** interpret job descriptions for a particular job role
- GS6.** interact with placement co-ordinators
- GS7.** interact with HR executive or HR head
- GS8.** liaise with Government officials regarding recruitment events
- GS9.** short list companies based on the program being run
- GS10.** approach potential employers
- GS11.** decide on the location for placement drives
- GS12.** plan placement drives and organize resources required for the placement drive
- GS13.** organize placement drive as per the convenience of potential employers
- GS14.** satisfy various stakeholders involved in the placement activities
- GS15.** foresee problems that might arise during the placement process and take corrective action immediately
- GS16.** breakdown relevant work process into its constituent activities for ease of analysis
- GS17.** explain which staff behaviours and work practices need to be encouraged or discouraged, on the basis of how they contribute to development of positive or negative organisational culture

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan placement activities</i>	12	20	-	-
PC1. instruct placement coordinators to gather required data of potential employers in target region(s) and sector(s). Data: Name of the company, location, complete address, products, requirement in terms of skills, the name of the HR executive/Head, contact number, e-mail id etc.	2	4	-	-
PC2. share details of own contacts of potential employers	2	3	-	-
PC3. review data gathered from placement co-ordinators and short list employers based on the program being conducted	2	3	-	-
PC4. instruct placement co-ordinators to gather information regarding events and opportunities in the surrounding area where potential employers can be connected to	2	4	-	-
PC5. identify competition and their strategy for tapping potential employers	2	3	-	-
PC6. prepare a plan in discussion with placement team to connect with the shortlisted companies and pitch for placements	2	3	-	-
<i>Implement placement activities</i>	26	42	-	-
PC7. prepare a note on the company and program giving brief details about the program, skills acquired by candidates, number of candidates available for placement etc.	2	4	-	-
PC8. engage with senior management of potential employers and share information regarding the program being conducted	2	3	-	-
PC9. engage with senior management of potential employers to understand their manpower requirements and share availability of certified manpower that can suit their requirements	2	3	-	-
PC10. invite employers to visit the training facility and interact with students	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. organize pre- placement talks for students by potential employers	2	4	-	-
PC12. encourage employers participate in the placement drive	2	3	-	-
PC13. organize placement drives at the institute	2	3	-	-
PC14. encourage students to actively participate in the placement drives	2	3	-	-
PC15. ensure students selected get offer letters to students and are informed of the joining date	2	3	-	-
PC16. PC16. ensure staff collects required documents from students as required by employers and handover to employers	2	3	-	-
PC17. instruct placement co-ordinators to make all necessary arrangements like accommodation, boarding etc. as per the requirement	2	3	-	-
PC18. prepare a placement drive report. Report: Report to include number of companies visited, number of students placed with each company, batch number, trade, highest salary offered, average salary etc.	2	4	-	-
PC19. collect feedback from the employers regarding the performance of students recruited from the centre and convey the same to trainers	2	3	-	-
NOS Total	38	62	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2615
NOS Name	Plan and implement placement activities
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQF Clearance Date	30/06/2022

MEP/N2617: Carry out trainer screening and onboarding

Description

This unit deals in detail with the screening of trainers, supporting in their recruitment and on-boarding.

Elements and Performance Criteria

Screen trainers as per requirement

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

- PC1.** identify trainer requirement from authorised source. Trainer requirement: No. of trainer required, location where they are required, trainer qualification and work experience required, etc.
- PC2.** schedule interview with candidates as per information provided by recruitment office
- PC3.** conduct interview to carry out preliminary checks to ensure only candidates who match the required criteria are identified
- PC4.** explain the trainer job profile and the advantages of becoming a trainer with potential candidates
- PC5.** share the process of becoming a trainer clearly to potential candidates and resolve any queries that they have about the same
- PC6.** forward the selected profiles to authorised personnel conducting the recruitment process
- PC7.** ensure adherence to establish turnaround times and inform the authorised personnel in case any delay is envisaged
- PC8.** take initiatives to maintain an updated data base of possible sources and candidates

Support in the recruitment and onboarding of trainers

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

- PC9.** conduct reference check with local sources as instructed by the recruitment personnel
- PC10.** explain the joining formalities to the trainers
- PC11.** conduct orientation session for trainers through a face to face session or webinar or videoconference
- PC12.** co-ordinate with the on-boarding team to ensure formalities on both sides are completed within turnaround times
- PC13.** take initiatives to make the on-boarding processes hassle free experience for the trainers

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Organisations system policies and procedures such as: a. candidate selection b. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health Safety and Environment issues relating to delivery of competency-based training
- KU4.** trainer recruitment criteria
- KU5.** sources where information of candidates suitable to become trainers can be obtained
- KU6.** trainer recruitment process

KU7. on-boarding formalities for trainer

Generic Skills (GS)

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

- GS1.** communicate with individuals or firms regarding recruitment
- GS2.** prepare detailed job description as per the need
- GS3.** reading e-mails, reports, survey forms, etc
- GS4.** seek feedback from organisations and potential learners on the training requirements
- GS5.** discussion with HR teams on organisational manpower requirements
- GS6.** sharing information obtained with business heads following established organisational communication channels
- GS7.** explain job description to potential trainers
- GS8.** communicate with various stake holders regarding recruitment and on-boarding
- GS9.** collate trainer requirements for various sectors
- GS10.** organize recruitment drive taking help from the HR department
- GS11.** provide qualified trainers as per the client need
- GS12.** recognise, avoid and/or address any conflict of interest
- GS13.** breakdown relevant work process into its constituent activities for ease of analysis
- GS14.** identify own strengths and weaknesses with respect achieving performance standards on the job
- GS15.** explain which staff behaviours and work practices need to be encouraged or discouraged, on the basis of how they contribute to development of positive or negative organisational culture

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Screen trainers as per requirement</i>	21	40	-	-
PC1. identify trainer requirement from authorised source. Trainer requirement: No. of trainer required, location where they are required, trainer qualification and work experience required, etc.	3	5	-	-
PC2. schedule interview with candidates as per information provided by recruitment office	3	5	-	-
PC3. conduct interview to carry out preliminary checks to ensure only candidates who match the required criteria are identified	2	5	-	-
PC4. explain the trainer job profile and the advantages of becoming a trainer with potential candidates	3	5	-	-
PC5. share the process of becoming a trainer clearly to potential candidates and resolve any queries that they have about the same	3	5	-	-
PC6. forward the selected profiles to authorised personnel conducting the recruitment process	3	5	-	-
PC7. ensure adherence to establish turnaround times and inform the authorised personnel in case any delay is envisaged	2	5	-	-
PC8. take initiatives to maintain an updated data base of possible sources and candidates	2	5	-	-
<i>Support in the recruitment and onboarding of trainers</i>	14	25	-	-
PC9. conduct reference check with local sources as instructed by the recruitment personnel	2	5	-	-
PC10. explain the joining formalities to the trainers	3	5	-	-
PC11. conduct orientation session for trainers through a face to face session or webinar or videoconference	3	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. co-ordinate with the on-boarding team to ensure formalities on both sides are completed within turnaround times	3	5	-	-
PC13. take initiatives to make the on-boarding processes hassle free experience for the trainers	3	5	-	-
NOS Total	35	65	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2617
NOS Name	Carry out trainer screening and onboarding
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQF Clearance Date	30/06/2022

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
NSQF 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 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

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N2612.Manage routine operations of a training centre	35	65	-	-	100	13
MEP/N2613.Lead student mobilization for training centre	25	75	-	-	100	12
MEP/N2614.Monitor training quality in a training centre	25	75	-	-	100	20
MEP/N2615.Plan and implement placement activities	38	62	-	-	100	10
MEP/N2617.Carry out trainer screening and onboarding	35	65	-	-	100	5
MEP/N9911.Apply health and safety practices applicable in a training and assessment environment	30	70	-	-	100	10
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	10
Total	224	476	-	-	700	80

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.