



Assessor

QP Code: MEP/Q2701

Version: 1.0

NSQF Level: 5

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MEP/Q2701: Assessor

Brief Job Description

The assessor assesses candidates in an area of subject matter expertise in a range of contexts on occupational standards. They co-ordinate with the assessing body, training provider or client organisation to ensure smooth and timely completion of work.

Personal Attributes

The individual must have expertise in the technical/vocational domain in which assessment is taking place. They must have strong communication, organizational and interpersonal skills. They must have sharp observation skills, be quality focused and well-organized at work. Additionally, they should remain abreast with the latest trends in their domain and upgrade their assessment related skills

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N2701: Plan and organize for competency based assessment](#)
2. [MEP/N2702: Assess vocational skills, knowledge and understanding](#)
3. [MEP/N9911: Apply health and safety practices applicable in a training and assessment environment](#)
4. [MEP/N9912: Apply principles of professional practice at the workplace](#)

Qualification Pack (QP) Parameters

Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
Country	India
NSQF Level	5
Credits	NA
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2320.0101

Minimum Educational Qualification & Experience	Certificate (Certified on the Technical/Vocational Standards that they will be training on, by Competent Authority (SSC, NCVT, AICTE, Industrial Standards Body, Organizational Certification department etc.) He/ She should have relevant educational qualification of the assessor in the respective sector's job role.)
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	03/08/2018
Next Review Date	03/08/2022
Deactivation Date	02/08/2023
NSQC Approval Date	19/12/2018
Version	1.0
Reference code on NQR	2019/ETR/MEPSC/03070
NQR Version	1.0

MEP/N2701: Plan and organize for competency based assessment

Description

This OS unit is about planning before starting an assessment to ensure that it is conducted smoothly and in alignment to the established procedure.

Scope

This unit/ task covers the following:-Plan and organise for competency based assessment

Elements and Performance Criteria

Plan and organise for competency based assessment

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

- PC1.** identify the standards/criteria to be used for assessment
- PC2.** read and interpret the assessment strategy
- PC3.** review details of the assessment jobDetails: List of candidate s who have to be assessed, location/venue,date/time of assessment, contact person and contact details, standards on which assessment has to be conducted, assessment tools and methods to be employed, etc.
- PC4.** identify the details of assessment jobDetails: eg. types and sufficiency of evidence required (of performance in the work environment, of knowledge and/or understanding); Tools andequipment required for practical and theoretical assessments; location andresources required for the assessment; time and duration of the assessment;equipment and material to be taken along for the assessment by the assessor; specific learner needs and any support required
- PC5.** plan how to manage the assessment process and how to record assessment processes and decisions
- PC6.** check contact venue, materials, physical resources and other details of the assessment are in place and report any discrepancy to relevant personnel
- PC7.** amend assessment plan if required in discussion with instructional design and co-ordination team
- PC8.** review assessment tools and instruments to check what is the evidence requirements and assessment criteria
- PC9.** ensure tools and equipment required for observing and recording evidence is in order
- PC10.** reach venue for the assessment at appropriate date, time with relevant materials, questionnaires tools, recorders etc.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** assessment bodys system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing

- KU2.** assessment bodys assessment system policies and procedures Procedures: candidate selection; rational and purpose of competency-based assessment; assessment records/data management/ information management; recognition of prior learning/credit arrangements; assessors - needs, qualifications, maintaining currency; assessment reporting procedures; assessment appeals; candidate grievances/complaints; validation;evaluation/internal audit; costs/resourcing; access and equity/reasonableadjustment; links with overall quality management system, 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.** the candidate group profile, including characteristics and needs of individual candidates in the group
- KU7.** how to set up assessment facilities, equipment and tools such as areas appropriate to the assessment method, recorders and speakers, Cameras, Video camera, Flip charts with markers, Whiteboard and whiteboard markers, Question paper (In hard copy or soft copy), Other tools, equipment and material required for practical assessment
- KU8.** key factors to consider when planning assessmentKey factors: standards/criteria to be used; types and volume of evidence required; choice of assessment methods; communication with learner and others involved; location and resources; time and duration of assessment; specific learner needs and any support required; how to manage the assessment process; recording assessment processes and decisions; feedback to learner; the importance of complying with the relevant assessment strategy if planning the assessment of a qualification
- KU9.** strengths and limitations of a range of assessment methods with reference to the needs of individual learners Range of assessment methods: observation of performance in the work environment; examining products of work; discussing with the learner; use of others (witness testimony); looking at candidate statements; recognising priorlearning; assessments in simulated environments; skills tests; oral and written questions; assignments; projects; case studies
- KU10.** specific resources, equipment and support services available for candidates with special needs
- KU11.** policies and procedures relevant to the learning and assessment environment
- KU12.** prepare required documentation and collate evidence in required format
- KU13.** document assessment decisions
- KU14.** read and interpret relevant information including assessment plans and assessment tools and instruments
- KU15.** discuss evidence-gathering processes with practitioners and candidates
- KU16.** give clear and precise instructions
- KU17.** ask effective questions
- KU18.** provide clarification
- KU19.** ask appropriate questions to clarify and confirm instructions for evidence gathering
- KU20.** discuss the assessment outcome and provide feedback to the appropriate authority

Generic Skills (GS)

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

- GS1.** weigh up the evidence and make assessment decisions
- GS2.** recognise a candidate's prior learning
- GS3.** consider and recommend reasonable adjustments
- GS4.** use organisational skills to collect evidence
- GS5.** use time-management skills to schedule assessment events and activities
- GS6.** observe candidate performance and use appropriate instruments to record behaviours against criteria
- GS7.** identify when candidate may need assistance during the assessment processes
- GS8.** handle any objections during the assessment in consultation with relevant stake holders
- GS9.** interpret assessment tools and other assessment information, including those used in RPL such as identify candidate needs, make judgements based on assessment of available evidence
- GS10.** spot process disruptions and delays
- GS11.** spot unethical practices

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and organise for competency based assessment</i>	40	60	-	-
PC1. identify the standards/criteria to be used for assessment	4	6	-	-
PC2. read and interpret the assessment strategy	4	6	-	-
PC3. review details of the assessment jobDetails: List of candidate s who have to be assessed, location/venue,date/time of assessment, contact person and contact details, standards on which assessment has to be conducted, assessment tools and methods to be employed, etc.	4	6	-	-
PC4. identify the details of assessment jobDetails: eg. types and sufficiency of evidence required (of performance in the work environment, of knowledge and/or understanding); Tools andequipment required for practical and theoretical assessments; location andresources required for the assessment; time and duration of the assessment;equipment and material to be taken along for the assessment by theassessor; specific learner needs and any support required	4	6	-	-
PC5. plan how to manage the assessment process and how to record assessment processes and decisions	4	6	-	-
PC6. check contact venue, materials, physical resources and other details of the assessment are in place and report any discrepancy to relevant personnel	4	6	-	-
PC7. amend assessment plan if required in discussion with instructional design and co-ordination team	4	6	-	-
PC8. review assessment tools and instruments to check what is the evidence requirements and assessment criteria	4	6	-	-
PC9. ensure tools and equipment required for observing and recording evidence is in order	4	6	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. reach venue for the assessment at appropriate date, time with relevant materials, questionnaires tools, recorders etc.	4	6	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2701
NOS Name	Plan and organize for competency based assessment
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	08/03/2022

MEP/N2702: Assess vocational skills, knowledge and understanding

Description

This OS unit is about assessing vocational skills, knowledge and understanding as per set standards.

Scope

This unit/ task covers the following:-Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance

- Make the assessment decision
- Document and verify assessment results and evidences
- Undertake post-assessment activities

Elements and Performance Criteria

Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance

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

- PC1.** communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
- PC2.** instruct the candidates at the start of the assessment regarding duration of the assessment, rules to be followed, entire process and penalties for breaking of the rules
- PC3.** mark attendance as per the standard practice
- PC4.** gather required documents from learners
- PC5.** manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
- PC6.** follow procedures for the confidentiality of assessment information

Make the assessment decision

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

- PC7.** interpret assessment standards/criteria correctly
- PC8.** match and measure evidence against assessment standards/criteria
- PC9.** examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body
- PC10.** ensure that judgement is consistent and based on the available evidence and rules of evidence
- PC11.** follow standardisation procedures to ensure that the assessment decisions are not skewed or unfair

Document and verify assessment results and evidences

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

- PC12.** use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.
- PC13.** check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences

- PC14.** document the results on paper templates as well as online forms and templates as prescribed accurately
- PC15.** complete candidate records accurately and submit or process in the required time frame
- PC16.** secure, label and pack the evidences accurately as per standard procedures adopted by an assessment body

Undertake postassessment activities

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

- PC17.** monitor the cleanliness and tidiness of the assessment area
- PC18.** notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel
- PC19.** secure the equipment and tools used during assessment while ensuring that they are in good condition

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** assessment bodys system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing
- KU2.** assessment bodys assessment system policies and procedures Procedures: candidate selection; rational and purpose of competency-based assessment; assessment records/data management/ information management; recognition of prior learning/credit arrangements; assessors - needs, qualifications, maintaining currency; assessment reporting procedures; assessment appeals; candidate grievances/complaints; validation;evaluation/internal audit; costs/resourcing; access and equity/reasonableadjustment; links with overall quality management system, 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.** the functions of assessment in learning and development
- KU7.** importance of communicating the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
- KU8.** key concepts and principles of assessment as a process of making judgments of learners knowledge, skills and competence against set criteria; what is meant by validity and reliability; the role of evidence in making assessment decisions; what is meant by evidence being authentic, sufficient and current, the importance of objectivity and fairness to learners; the importance of transparency for the learner
- KU9.** types of risks that may be involved in assessment and how to minimise them qualification
Type of risks: health and safety related; unrealistic/unnecessary stress on thecandidate; inauthentic evidence/collusion/unjustifiable support to the candidate; over-assessment; potential for unfairness to candidate; failing tomeet the requirements of any relevant assessment strategy if assessing

- KU10.** how to apply assessment tools such as any instrument and procedure for gathering and interpreting evidence in accordance with designated assessment methods, the use of relevant technology used when deploying assessment tools (eg: tablets, simulators), instruments to gather 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
- KU11.** how to interpret and apply the Principles of Assessment such as Fairness, Flexibility, Validity (face, content, criterion i.e. predictive and concurrent), construct and consequential, Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and intra-rater)
- KU12.** how to interpret and apply the Rules of Evidence such as Validity, Sufficiency, Authenticity and Currency
- KU13.** principles of reasonable adjustment
- KU14.** purpose and features of evidence and different types of evidence used in competency-based assessments, including RPL
- KU15.** the different types of assessment methods, including suitability for collecting various types of evidence, such as direct observation, for example real work/real time activities at the workplace; work activities in a simulated workplace environment, structured activities, for example simulation exercises and role-plays; projects; presentations; activity/job sheets, questioning, for example written questions; interviews; self-assessment; verbal questioning; questionnaires; oral or written examinations, portfolios of evidence, for example collection of work samples compiled by candidate; product with supporting documentation; historical evidence; journal or log book; information about life experience, review of products, for example testimonials and reports from employers and supervisors; evidence of training; authenticated prior achievements; interview with employer, supervisor or peer
- KU16.** how to judge whether evidence is valid, authentic, current and sufficient
- KU17.** relevant procedures to follow when there are disputes concerning assessment
- KU18.** technology used in the assessment process Technology: eg. video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.
- KU19.** techniques to create and maintain a safe, encouraging environment with no unfair practices such as encouraging learner participation, monitoring nonverbal and verbal communication of participants, give clear instructions at authorised personnel are only engaged in the duties that they have been given, remove all electronic devices that are not pertaining to the assessment such as personal mobile phones, laptops, tablets, etc. appropriate pace, provide opportunities for learners to seek clarification be clear in the instructions/questions before attempting, monitoring learner progress and ensure they are not communicating with each other, ensure there is no unauthorised personnel in the assessment area, ensure all
- KU20.** discuss the assessment outcome and provide feedback to the appropriate authority

Generic Skills (GS)

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

- GS1.** prepare required documentation and collate evidence in required format
- GS2.** document assessment decisions

- GS3.** read and interpret relevant information including assessment plans and assessment tools and instruments
- GS4.** discuss evidence-gathering processes with practitioners and candidates
- GS5.** give clear and precise instructions
- GS6.** ask effective questions
- GS7.** provide clarification
- GS8.** ask appropriate questions to clarify and confirm instructions for evidence gathering
- GS9.** discuss the assessment outcome and provide feedback to the appropriate
- GS10.** weigh up the evidence and make assessment decisions
- GS11.** recognise a candidate's prior learning
- GS12.** consider and recommend reasonable adjustments
- GS13.** use organisational skills to collect evidence
- GS14.** use time-management skills to schedule assessment events and activities
- GS15.** observe candidate performance and use appropriate instruments to records behaviours against criteria
- GS16.** identify when candidate may need assistance during the assessment processes
- GS17.** handle any objections during the assessment in consultation with relevant stake holders
- GS18.** analyse and interpret skills to interpret assessment tools and other assessment information, including those used in RPL, identify candidate needs, make judgements based on assessment of available evidence
- GS19.** spot process disruptions and delays
- GS20.** spot unethical practices

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance</i>	13	19	-	-
PC1. communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	2	3	-	-
PC2. instruct the candidates at the start of the assessment regarding duration of the assessment, rules to be followed, entire process and penalties for breaking of the rules	2	3	-	-
PC3. mark attendance as per the standard practice	3	3	-	-
PC4. gather required documents from learners	2	3	-	-
PC5. manage assessments of vocational skills, knowledge and understanding to meet assessment requirements	2	4	-	-
PC6. follow procedures for the confidentiality of assessment information	2	3	-	-
<i>Make the assessment decision</i>	11	16	-	-
PC7. interpret assessment standards/criteria correctly	2	3	-	-
PC8. match and measure evidence against assessment standards/criteria	2	3	-	-
PC9. examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body	3	4	-	-
PC10. ensure that judgement is consistent and based on the available evidence and rules of evidence	2	3	-	-
PC11. follow standardisation procedures to ensure that the assessment decisions are not skewed or unfair	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Document and verify assessment results and evidences</i>	10	15	-	-
PC12. 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	-	-
PC13. check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences	2	3	-	-
PC14. document the results on paper templates as well as online forms and templates as prescribed accurately	2	3	-	-
PC15. complete candidate records accurately and submit or process in the required time frame	2	3	-	-
PC16. secure, label and pack the evidences accurately as per standard procedures adopted by an assessment body	2	3	-	-
<i>Undertake postassessment activities</i>	6	10	-	-
PC17. monitor the cleanliness and tidiness of the assessment area	2	3	-	-
PC18. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel	2	4	-	-
PC19. secure the equipment and tools used during assessment while ensuring that they are in good condition	2	3	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2702
NOS Name	Assess vocational skills, knowledge and understanding
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	08/03/2022

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

Description

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

Elements and Performance Criteria

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

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

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

Maintain a safe environment

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

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

Maintain a healthy and hygienic environment

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

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

Deal with emergency situations

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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

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

Assessment Criteria

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

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

National Occupational Standards (NOS) Parameters

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

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

Description

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

Elements and Performance Criteria

Maintain a professional image and behaviour

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

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

Maintain and enhance professional competence

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

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

Work in a disciplined and ethical manner

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

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

Work effectively with all stakeholders

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

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

Generic Skills (GS)

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

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

Assessment Criteria

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

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

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

National Occupational Standards (NOS) Parameters

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

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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

Minimum Aggregate Passing % at QP Level : 80

(**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/N2701.Plan and organize for competency based assessment	40	60	-	-	100	30
MEP/N2702.Assess vocational skills, knowledge and understanding	40	60	-	-	100	35
MEP/N9911.Apply health and safety practices applicable in a training and assessmentenvironment	30	70	-	-	100	10
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	25
Total	146	254	-	-	400	100

Acronyms

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

Glossary

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

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