



Lead Assessor

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NSQF Level: 6

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MEP/Q2702: Lead Assessor

Brief Job Description

Lead Assessor is responsible for Assessor development and undertaking assessment training sessions. The Lead Assessor has a key role in assuring the quality of the assessment tools and methodologies. The Lead Assessor should also be able to provide recommendations for continuous improvement in effectiveness of the assessment process

Personal Attributes

The individual must have in depth understanding and skills in the technical/vocational domain that is being taught, strong interpersonal skills, the ability to work as part of a team and a passion for quality and developing others. The individual should also be well-organized and should endeavor to continuously upgrade their skills in their technical field as well as in training skills through self-study.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N2602: Deliver competency based, instructor-led training sessions as per session plan](#)
2. [MEP/N2703: Evaluate on-field assessment and provide suggestions for improving training effectiveness](#)
3. [MEP/N2704: Plan and facilitate assessor development](#)
4. [MEP/N2705: Mobilize assessors and support in their recruitment and onboarding](#)
5. [MEP/N9911: Apply health and safety practices applicable in a training and assessment environment](#)
6. [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	6

Credits	NA
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2424.9900
Minimum Educational Qualification & Experience	Certificate (Certified on the technical/vocational standards that they will be training on and assessment skills, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.))
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	03/08/2018
Next Review Date	03/08/2022
Deactivation Date	02/08/2023
NSQC Approval Date	19/12/2018
Version	1.0
Reference code on NQR	2019/ETR/MEPSC/03073
NQR Version	1.0

MEP/N2602: Deliver competency based, instructor-led training sessions as per session plan

Description

This unit deals in detail with the delivery of competency based, instructor led sessions as per session plan in letter and spirit.

Scope

This unit/ task covers the following:

- Deliver and facilitate training sessions
- Support and monitor learning

Elements and Performance Criteria

Interpret learning environment and delivery requirements

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

- PC1.** conduct each session according to the session plan, modify where appropriate to meet learner needs
- PC2.** explain the objectives of the training session and how it would benefit the trainees.
- PC3.** gather learners expectations and modify the session plan to incorporate the valid ones in the delivery which were not covered
- PC4.** deliver training using a range of training methods and training processes as instructed in trainers guide
Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study
Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences
- PC5.** ensure effective participation and group management by using basic facilitation techniques
Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not criticizing, use existing knowledge in the group effectively
- PC6.** apply learning principles to make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs
- PC7.** create and maintain a positive learning environment
- PC8.** be polite and courteous with all learners at all times
- PC9.** manage inappropriate behaviour professionally as per established organisational policy
- PC10.** take measures to ensure that learning can take place in a safe and comfortable environment

Support and monitor learning

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

- PC11.** monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met

- PC12.** share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus
- PC13.** make adjustments to the delivery sessions to reflect specific needs and circumstances
- PC14.** provide additional assistance to individual learners as required to achieve session outcomes
- PC15.** maintain and store learner records according to organisational requirements

Undertake post training activities

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

- PC16.** securing equipment and tools in safe places in accordance with procedures
- PC17.** ensure that training equipment and tools are used and left in good condition
- PC18.** complete learner records accurately and in the required timeframes

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Training Organisations system policies and procedures such as:
 - a. candidate selection
 - b. rationale and purpose of competency-based assessment
 - c. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health Safety and Environment (HSE) issues relating to delivery of competency based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** principles of adult learning and how to apply them in training delivery
 - a. training needs to be learner-centred to engage learners
 - b. adults have a need to be self-directing and decide for themselves what they want to learn
 - c. adults have a range of life experience, so connecting learning to experience is meaningful
 - d. adults have a need to know why they are learning something
 - e. the learning process needs to support increasing learner independence
 - f. emphasis on experimental and participative learning
 - g. use of modelling
 - h. the learning process should reflect individual circumstances
- KU8.** factors that affect learning such as:
 - a. physical e.g. temperature, health, personal concerns
 - b. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental
- KU9.** techniques to create and maintain a positive learning environment such as:
 - c. encouraging learner participation
 - d. using interactive learning approaches to transfer skills and knowledge to learners
 - e. using presentation skills to convey understanding of key concepts and central ideas
 - f. being aware of non-verbal and verbal communication of participants
 - g. using learning resources to enhance the learning experience for all learners
 - h. delivering at appropriate pace
 - i. ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences
 - j. summarising key concepts and ideas at strategic points to facilitate learner understanding
 - k. monitoring learner progress with tasks and learning activities based on session plan
 - l. measuring the achievement of learning outcomes by formative assessment
 - m. using the diversity of the group as a resource to support learning
 - n. using facilitation skills to ensure effective participation and group management
- KU10.** how to implement program delivery based on session delivery plans and facilitation guides

- KU11.** commonly used training delivery methods, processes and facilitation techniques appropriate to face-to-face group delivery
Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study
Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences
Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not making anyone wrong, use existing knowledge in the group effectively
- KU12.** various ways to handle inappropriate behaviour in a professional manner
Inappropriate behaviours: Abusing; violence; harassment; disruption of session; pilfering; intentional mishandling of equipment and materials; habitual absenteeism, etc
Various ways: Set ground rules at the beginning of the session and implement strictly, identifying the reason for inappropriate behaviour and suggesting a more appropriate method of expressing discontent; prepare and follow escalation matrix for reporting inappropriate behaviour; discuss consequences of inappropriate behaviour to self and others; counselling; detention/suspension/rustication in accordance with the rules of the organisation/institution, etc.
- KU13.** importance of monitoring and documenting learning progress of the learners and providing them feedback
- KU14.** importance of ensuring safety, hygiene, tidiness before, during and after the sessions
- KU15.** importance of completing learner records accurately and processing within required timeframes

Generic Skills (GS)

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

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read presentation slides and trainers guides and participant handbook
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners
- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner

- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet client and learners needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** how to improve work process
- GS18.** how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interpret learning environment and delivery requirements</i>	24	34	-	-
PC1. conduct each session according to the session plan, modify where appropriate to meet learner needs	3	4	-	-
PC2. explain the objectives of the training session and how it would benefit the trainees.	3	3	-	-
PC3. gather learners expectations and modify the session plan to incorporate the valid ones in the delivery which were not covered	2	3	-	-
PC4. deliver training using a range of training methods and training processes as instructed in trainers guide Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences	2	4	-	-
PC5. ensure effective participation and group management by using basic facilitation techniques Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not criticizing, use existing knowledge in the group effectively	2	3	-	-
PC6. apply learning principles to make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs	3	4	-	-
PC7. create and maintain a positive learning environment	3	3	-	-
PC8. be polite and courteous with all learners at all times	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. manage inappropriate behaviour professionally as per established organisational policy	2	4	-	-
PC10. take measures to ensure that learning can take place in a safe and comfortable environment	2	4	-	-
<i>Support and monitor learning</i>	10	17	-	-
PC11. monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met	2	3	-	-
PC12. share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus	2	3	-	-
PC13. make adjustments to the delivery sessions to reflect specific needs and circumstances	2	4	-	-
PC14. provide additional assistance to individual learners as required to achieve session outcomes	2	4	-	-
PC15. maintain and store learner records according to organisational requirements	2	3	-	-
<i>Undertake post training activities</i>	6	9	-	-
PC16. securing equipment and tools in safe places in accordance with procedures	2	3	-	-
PC17. ensure that training equipment and tools are used and left in good condition	2	3	-	-
PC18. complete learner records accurately and in the required timeframes	2	3	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2602
NOS Name	Deliver competency based, instructor-led training sessions as per session plan
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

MEP/N2703: Evaluate on-field assessment and provide suggestions for improving training effectiveness

Description

This unit is about evaluation of on-field assessment and providing recommendations for improving the effectiveness of the assessment process and assessor output.

Elements and Performance Criteria

Evaluate effectiveness of assessment

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

- PC1.** establish standard parameters that are important to ensure assessment effectivenessPossible parameters: Student experience; adherence to schedule; process adherence; quality of decisions in terms of reliability, fairness, consistency;quality of evidences; handling of evidences; feedback from training provider; timelines for posting results; quality of assessment tools; appropriateness ofassessment methods selected; appropriateness of assessment questions and language; adherence to Health and Safety standards; effectiveness ofassessor; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.
- PC2.** identify the data and information required and access sources of information Possible sources of information: Student feedback forms; on-site observationreport; assessment results, documentation and evidences collected; assessor feedback; assessment instructions docket from ID team; assessmenttools/checklists/forms; audit results; Government training and assessment related norms and scheme norms; placement records; interviews withpotential and actual employers of students from the centre; etc.
- PC3.** arrange workplace visits and meetings and access to performance data and information
- PC4.** collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation
- PC5.** identify and record potentially useful and relevant information that is not identified in the evaluation plan
- PC6.** analyse the data and information to identify the effectiveness of the various evidences collected; etc. aspects of the assessment as per the standard parameters selectedAspects of assessment: Standards and assessment criteria; assessment design and tools; assessment questions; assessment process; assessment decisions
- PC7.** cross-check findings where possible by comparing with the results from different evaluation sources
- PC8.** develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected
- PC9.** document areas or aspects of assessments that are satisfactory and those requiring improvement
- PC10.** suggest possible improvements or alternatives to the assessment program
- PC11.** obtain competencies, occupational standards and performance criteria for assessors
- PC12.** share occupational standards and performance criteria with assessors and resolve related queries

- PC13.** obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated
- PC14.** create and share own schedule of sample observation visits with administration and respective assessors in advance
- PC15.** observe an assessment session in progress and gather evidence of achievement of occupational standard as well as evidence of nonachievement of performance standard as the case may be
- PC16.** observe all assessments tasks (pre-assessment, during assessment and post assessment)
- PC17.** discuss observations with the assessor after assessment session and validate the observations
- PC18.** obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors Assessor Performance indicators: Adherence to schedule, process adherence, feedback from students; quality of decisions, quality of evidences, handling of evidences, feedback from training provider, turnaround time of posting results, etc.
- PC19.** interview the assessors to obtain information about the problems they face
- PC20.** identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment
- PC21.** document results of assessor performance evaluation in prescribed format

Perform sample checks on the decisions made by assessors and the evidences presented

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

- PC22.** select a sample of assessments for evaluation along with their evidences
- PC23.** ensure that the selected sample includes examples from all assessors and assessment centres, assessments with borderline results; assessments with no results recommended or identified by assessors as a problem case
- PC24.** review assessors decisions and evidences independently and in line with the pre-determined standard of performance
- PC25.** identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessors decisions and evidences
- PC26.** check that the decisions have been fair and consistent across all assessors and assessment centres allocated
- PC27.** deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation
- PC28.** provide recommendation for decisions where the evaluation suggests that a change of decision is required
- PC29.** document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person
- PC30.** ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time

Share recommendations for improving assessment or training effectiveness

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

- PC31.** document recommendations to stakeholders on areas of possible improvement in the prescribed format
- PC32.** present the recommendations in person to stakeholders

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** assessment policies and procedures e.g. candidate selection; rationale and purpose of competency-based assessment; assessment records and data and information management; recognition of prior learning and credit arrangements; assessment reporting procedures; assessment appeals; candidate grievances and complaints; validation and moderation; evaluation and internal audit; costs and resourcing; access and equity, and reasonable adjustment; partnership arrangements; links with overall quality management system.
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health Safety and Environment issues relating to delivery of competency based assessments
- KU4.** work area inspection procedures and practices
- KU5.** procedures for the recording, reporting and maintenance of workplace equipment
- KU6.** competency-based assessment, including: Technical and vocational education and training as a competency-based system; NOS as the basis of qualifications; the Principles of Assessment; the Rules of Evidence; criterion referenced assessment as distinct from norm referenced assessment; reporting of competency-based assessment
- KU7.** how to conduct assessor training needs identification and its tools
- KU8.** assessor competencies, occupational standards and performance criteria
- KU9.** possible sources of information for identifying assessor development requirements Possible sources of information: student feedback forms; on-site observation; assessment results documentation and evidences collected; assessor feedback; audit results; placement records; interviews with potential and actual employers of students from the centre; etc.
- KU10.** parameters that are important to ensure assessment effectiveness adherence, feedback from students; quality of decisions, quality of evidences, handling of evidences, feedback from training provider, turnaround time of posting results, quality of assessment tools, appropriateness of assessment methods selected; adherence to Health and Safety standards; Productivity of assessor; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc. Possible parameters: Student experience, adherence to schedule, process
- KU11.** methods and techniques to systematically monitor assessment practice Methods and Techniques: how effectively and accurately the designated Occupational Standards or competencies are being interpreted by assessors as the benchmarks for assessment; how the Principles of Assessment are being applied in assessment practice; assessors application of assessment instruments and tools; how the Rules of Evidence are being applied in gathering evidence; whether assessment is being conducted in accord with the policies and procedures of the organisations assessment system; whether stakeholder and organisational, legal and ethical requirements are being met
- KU12.** different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well-constructed assessment tools
- KU13.** how to interpret and apply the Principles of Assessment 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) and how they guide assessment, validation, appeals processes
- KU14.** how to interpret and apply the Rules of Evidence - Validity; Sufficiency; Authenticity; Currency;

- KU15.** principles of reasonable adjustment
- KU16.** assessment strategies and assessment plans and their components
- KU17.** applications of technology to improve or assist in quality assessment
- KU18.** roles and responsibilities of assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- KU19.** organisational and ethical responsibilities associated with the assessment system, including - maintaining client privacy and confidentiality; providing accurate information; duty of care under common law; compliance with stakeholder and legal requirements
- KU20.** copyright and privacy laws, including the use of electronic technology
- KU21.** different types of assessment methods, including suitability for collecting various types of evidence
Assessment method: direct observation (eg. real work/real time activities at the workplace, work activities in a simulated workplace environment); structured activities (eg. simulation exercises and role-plays such as hypotheticals, problem-based exercises, simulated 'real world' scenarios, projects, presentations, activity/job sheets); questioning (eg. written questions, interviews, self-assessment, verbal questioning, questionnaires, oral or written examinations); portfolios of evidence (eg. collection of work samples compiled by candidate, product with supporting documentation, historical evidence, journal or log book, information about life experience); review of products (eg. testimonials and reports from employers and supervisors, evidence of training, authenticated prior achievements, interview with employer, supervisor, or peer)
- KU22.** list various types of assessment tools and their application
Assessment Tools: checklists of practical performance, questionnaires, quizzes, etc.
- KU23.** list various components of assessment tools
Components: instructions, guidelines, items, marking scheme, etc.
- KU24.** types of items and item writing guidelines and principles
- KU25.** common errors and malpractices found in assessment environments
- KU26.** methods to check common errors and malpractices found in assessment environments
- KU27.** methods to analyse assessment tool and item performance and effectiveness

Generic Skills (GS)

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

- GS1.** prepare required documentation and information for those involved in the assessment process
- GS2.** write reports and recommendations logically, accurately and clearly
- GS3.** read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
- GS4.** read assessment strategies, specifications and tools to interpret them accurately
- GS5.** read assessor reports to interpret them correctly
- GS6.** communicate own point of view to others in a logical, clear and accurate manner
- GS7.** communicate to groups instructions accurately and clearly
- GS8.** speak to assessors one on one to guide and support them
- GS9.** communicate appropriately with people from diverse backgrounds

- GS10.** providers, candidates with regards to assessment decisions or methods conflict resolution skills to deal with complaints from assessors, training
- GS11.** decide the assessment methods, type of evidence and type of tools to be prepared as per the competencies or performance standards to be assessed on
- GS12.** decide if the conduct of the assessment was efficient, accurate and as per guidelines and policies specified
- GS13.** create a monitoring plan for assessment processes and activities using a systematic and efficient approach
- GS14.** determine sampling methods to be used to access required information
- GS15.** evaluate impact of assessment processes on candidates performance
- GS16.** match assessment guidelines to underlying candidate needs in assessments
- GS17.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS18.** anticipate future implications for own and others' decisions and reliably evaluate alternative solutions
- GS19.** analyse current research on assessment and incorporate into own practice
- GS20.** review assessment objectives and conditions in order to Identify challenges and limitations for effective assessments
- GS21.** create an assessment plan taking into consideration objectives, resources and limitations
- GS22.** identify and plug loopholes in the assessment to make the more fool proof
- GS23.** evaluate the effectiveness of the organisation's assessment process
- GS24.** evaluate validation process, determine and implement improvements
- GS25.** systematically evaluate own or others' practice to improve performance or understanding

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate effectiveness of assessment</i>	24	41	-	-
PC1. establish standard parameters that are important to ensure assessment effectivenessPossible parameters: Student experience; adherence to schedule; process adherence; quality of decisions in terms of reliability, fairness, consistency;quality of evidences; handling of evidences; feedback from training provider; timelines for posting results; quality of assessment tools; appropriateness ofassessment methods selected; appropriateness of assessment questions and language; adherence to Health and Safety standards; effectiveness ofassessor; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.	2	2	-	-
PC2. identify the data and information required and access sources of information Possible sources of information: Student feedback forms; on-site observationreport; assessment results, documentation and evidences collected; assessor feedback; assessment instructions docket from ID team; assessmenttools/checklists/forms; audit results; Government training and assessment related norms and scheme norms; placement records; interviews withpotential and actual employers of students from the centre; etc.	1	2	-	-
PC3. arrange workplace visits and meetings and access to performance data and information	1	2	-	-
PC4. collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation	1	2	-	-
PC5. identify and record potentially useful and relevant information that is not identified in the evaluation plan	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC6. analyse the data and information to identify the effectiveness of the various evidences collected; etc. aspects of the assessment as per the standard parameters selected Aspects of assessment: Standards and assessment criteria; assessment design and tools; assessment questions; assessment process; assessment decisions	1	2	-	-
PC7. cross-check findings where possible by comparing with the results from different evaluation sources	1	2	-	-
PC8. develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected	1	2	-	-
PC9. document areas or aspects of assessments that are satisfactory and those requiring improvement	1	2	-	-
PC10. suggest possible improvements or alternatives to the assessment program	1	2	-	-
PC11. obtain competencies, occupational standards and performance criteria for assessors	1	2	-	-
PC12. share occupational standards and performance criteria with assessors and resolve related queries	1	2	-	-
PC13. obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated	1	2	-	-
PC14. create and share own schedule of sample observation visits with administration and respective assessors in advance	1	2	-	-
PC15. observe an assessment session in progress and gather evidence of achievement of occupational standard as well as evidence of nonachievement of performance standard as the case may be	1	2	-	-
PC16. observe all assessments tasks (pre-assessment, during assessment and post assessment)	1	2	-	-
PC17. discuss observations with the assessor after assessment session and validate the observations	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC18. obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors Assessor Performance indicators: Adherence to schedule, process adherence, feedback from students; quality of decisions, quality of evidences, handling of evidences, feedback from training provider, turnaround time of posting results, etc.	1	2	-	-
PC19. interview the assessors to obtain information about the problems they face	1	2	-	-
PC20. identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment	1	2	-	-
PC21. document results of assessor performance evaluation in prescribed format	2	1	-	-
<i>Perform sample checks on the decisions made by assessors and the evidences presented</i>	13	16	-	-
PC22. select a sample of assessments for evaluation along with their evidences	1	1	-	-
PC23. ensure that the selected sample includes examples from all assessors and assessment centres, assessments with borderline results; assessments with no results recommended or identified by assessors as a problem case	1	2	-	-
PC24. review assessors decisions and evidences independently and in line with the pre-determined standard of performance	2	2	-	-
PC25. identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessors decisions and evidences	1	2	-	-
PC26. check that the decisions have been fair and consistent across all assessors and assessment centres allocated	2	2	-	-
PC27. deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC28. provide recommendation for decisions where the evaluation suggests that a change of decision is required	2	2	-	-
PC29. document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person	2	2	-	-
PC30. ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time	1	1	-	-
<i>Share recommendations for improving assessment or training effectiveness</i>	3	3	-	-
PC31. document recommendations to stakeholders on areas of possible improvement in the prescribed format	1	2	-	-
PC32. present the recommendations in person to stakeholders	2	1	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2703
NOS Name	Evaluate on-field assessment and provide suggestions for improving training effectiveness
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	30/06/2025

MEP/N2704: Plan and facilitate assessor development

Description

This unit is about planning and facilitating the development program for assessors

Elements and Performance Criteria

Plan and organise assessor development program

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

- PC1.** identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor
- PC2.** identify various methods that are best suited for the training needs
- PC3.** list available learning and development resources and constraints
- PC4.** select the methods best suited for the training needs that can be applied within the available resources and constraints
- PC5.** prepare a training plan and schedule that fits in the assessors schedule without disrupting the work
- PC6.** develop training material taking help from content development team
- PC7.** share the training plan and schedule with all stakeholders
- PC8.** prepare and implement a monitoring plan to ensure all assessors undergo the development plan
- PC9.** receive calendar for assessor training from authorised source
Authorised source: Assessment Organisation, Sector Skill Council, certifying body, etc.
- PC10.** confirm availability to the organisers for the training session

Deliver and facilitate learning sessions for assessors

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

- PC11.** study profile of assessor candidates to identify special requirements if any
Special requirements: Language adjustment; seating arrangement; learners with special needs; timings of trainer;
- PC12.** prepare session plan using the occupational standards and training materials provided by authorised source
- PC13.** facilitate assessor learning program as per the design provided

Support and monitor learning for assessors

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

- PC14.** conduct formative assessment of learning by using appropriate methods such as mock-delivery (role play), simulated, or on-the-job observation or studying video recordings of assessors, etc.
- PC15.** monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met
- PC16.** make adjustments to the delivery sessions to reflect specific needs and circumstances
- PC17.** provide additional assistance to individual candidates as required to achieve session outcomes
- PC18.** manage inappropriate behaviour to ensure that effective learning can take place

PC19. maintain and store learner records according to organisational requirements

Undertake post -assessment training activities

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

PC20. collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled

PC21. ensure that training equipment and tools are used and left in good condition

PC22. complete learner records accurately and submit or process and in the required timeframes

PC23. send all records to the relevant personnel for record keeping and MIS as per the procedure established for the same

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. assessment policies and procedures e.g. candidate selection; rationale and purpose of competency-based assessment; assessment records and data and information management; recognition of prior learning and credit arrangements; assessment reporting procedures; assessment appeals; candidate grievances and complaints; validation and moderation; evaluation and internal audit; costs and resourcing; access and equity, and reasonable adjustment; partnership arrangements; links with overall quality management system.

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 assessor development e.g.: Training from Industry SMEs; self-learning modules; Train the assessor program; on-the-job observation and feedback; attending forums, conferences, workshops; networking through assessor networks, communities of practice and membership of representative organisations; participating in projects; professional and staff development activities; etc.

KU8. resources and constraints for selection of training methods e.g.: Budgets; trainer schedule-time availability; availability of SMEs; availability of assessor self-development modules; etc.

KU9. assessor competencies and occupational standards

Generic Skills (GS)

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

GS1. prepare a session plan considering the need and profile of assessors

GS2. write training materials for assessors

GS3. develop a monitoring plan to ensure all assessors are covered

GS4. read policy and procedure documents and manuals to correctly interpret them

GS5. read and follow learning programs and plans accurately

GS6. read and analyse learner information from documents accurately

- GS7.** read and use learning and assessment materials as per instructions and
- GS8.** explain and describe training related concepts and facts to assessors in a simple language that is understandable to the learners
- GS9.** interact with various stakeholders to organize a training session
- GS10.** communicate to a range of assessors from different backgrounds by adapting oratory style and vocabulary
- GS11.** handle any unforeseen situations without altering the training schedule
- GS12.** decide on learning priorities based on needs analysis of the target audience
- GS13.** plan for the following: develop session plans prepare training resources and aids develop assessment plans
- GS14.** organize for the following: selection of venue organization of training and assessment resources
- GS15.** identify and meet learner and candidate needs
- GS16.** apply the principles of learner centred delivery
- GS17.** observe candidate performance and use appropriate instruments to record behaviours against criteria
- GS18.** identify when candidate may need assistance during the assessment processes
- GS19.** adjust delivery plan and training/teaching strategies to address learning barriers effectively
- GS20.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS21.** anticipate future implications for own and others' decisions and reliably evaluate alternative solutions
- GS22.** analyse current research on assessment and incorporate into own practice
- GS23.** review assessment objectives and conditions in order to identify challenges and limitations for effective assessments
- GS24.** evaluate the effectiveness of the organisation's assessment process
- GS25.** evaluate validation process, determine and implement improvements
- GS26.** systematically evaluate own or others' practice to improve performance or understanding

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and organise assessor development program</i>	18	23	-	-
PC1. identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor	1	3	-	-
PC2. identify various methods that are best suited for the training needs	1	3	-	-
PC3. list available learning and development resources and constraints	2	2	-	-
PC4. select the methods best suited for the training needs that can be applied within the available resources and constraints	2	2	-	-
PC5. prepare a training plan and schedule that fits in the assessors schedule without disrupting the work	2	2	-	-
PC6. develop training material taking help from content development team	2	2	-	-
PC7. share the training plan and schedule with all stakeholders	2	2	-	-
PC8. prepare and implement a monitoring plan to ensure all assessors undergo the development plan	2	3	-	-
PC9. receive calendar for assessor training from authorised source Authorised source: Assessment Organisation, Sector Skill Council, certifying body, etc.	2	2	-	-
PC10. confirm availability to the organisers for the training session	2	2	-	-
<i>Deliver and facilitate learning sessions for assessors</i>	5	9	-	-
PC11. study profile of assessor candidates to identify special requirements if any Special requirements: Language adjustment; seating arrangement; learners with special needs; timings of trainer;	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. prepare session plan using the occupational standards and training materials provided by authorised source	2	3	-	-
PC13. facilitate assessor learning program as per the design provided	1	3	-	-
<i>Support and monitor learning for assessors</i>	12	17	-	-
PC14. conduct formative assessment of learning by using appropriate methods such as mock-delivery (role play), simulated, or on-the-job observation or studying video recordings of assessors, etc.	2	3	-	-
PC15. monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met	2	3	-	-
PC16. make adjustments to the delivery sessions to reflect specific needs and circumstances	2	3	-	-
PC17. provide additional assistance to individual candidates as required to achieve session outcomes	2	3	-	-
PC18. manage inappropriate behaviour to ensure that effective learning can take place	2	2	-	-
PC19. maintain and store learner records according to organisational requirements	2	3	-	-
<i>Undertake post -assessment training activities</i>	5	11	-	-
PC20. collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled	1	3	-	-
PC21. ensure that training equipment and tools are used and left in good condition	2	2	-	-
PC22. complete learner records accurately and submit or process and in the required timeframes	1	3	-	-
PC23. send all records to the relevant personnel for record keeping and MIS as per the procedure established for the same	1	3	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2704
NOS Name	Plan and facilitate assessor development
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	30/06/2025

MEP/N2705: Mobilize assessors and support in their recruitment and onboarding

Description

This unit deals in detail with the mobilizing of assessors and their recruitment and onboarding.

Scope

This unit/ task covers the following:

- mobilize assessor as per requirement
- support in the recruitment and onboarding of assessors

Elements and Performance Criteria

Mobilize assessor as per requirement

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

- PC1.** identify assessor requirement from authorised source Assessor requirement: No. of assessor required, location where they are required, assessor qualification and work experience required, etc.
- PC2.** identify possible sources in own region from where the assessors could be contacted Possible sources: Regional industry, recruitment firms, alumni from educational institutions, associations, etc.
- PC3.** share requirement with appropriate people from possible sources and obtain details of potential candidates
- PC4.** approach candidates with requirement
- PC5.** conduct preliminary checks to ensure only candidates who match the required criteria are identified
- PC6.** explain the assessor job profile and the advantages of becoming an assessor with potential candidates
- PC7.** share the process of becoming an assessor clearly to potential candidates and resolve any queries that they have about the same
- PC8.** forward the selected profiles to authorised personnel conducting the recruitment process
- PC9.** ensure adherence to establish turnaround times and inform the authorised personnel in case any delay is envisaged
- PC10.** take initiatives to maintain an updated data base of possible sources and candidates

Support in the recruitment and onboarding of assessors

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

- PC11.** conduct reference check with local sources as instructed by the recruitment personnel
- PC12.** explain the joining formalities to the assessors
- PC13.** conduct orientation session for assessors through a face to face session or webinar or video conference
- PC14.** co-ordinate with the on-boarding team to ensure formalities on both sides are completed within turn around times

PC15. take initiatives to make the on-boarding processes hassle free experience for the assessors

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** sources where information of candidates suitable to become assessors can be obtained
- KU2.** assessor recruitment process
- KU3.** on-boarding formalities for assessor
- KU4.** organisations system policies and procedures such as:
a. candidate selection
b. rationale and purpose of competency-based assessment
c. costs/resourcing
- KU5.** organizational record-management systems and reporting requirements
- KU6.** Health Safety and Environment (HSE) issues relating to delivery of competency based training
- KU7.** work area inspection procedures and practices
- KU8.** waste and dangerous materials disposal procedures and practices
- KU9.** procedures for the recording, reporting and maintenance of workplace equipment
- KU10.** assessor recruitment criteria

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.** seeking 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 assessors
- GS8.** communicate with various stake holders regarding recruitment and on boarding
- GS9.** collate assessor requirements for various sectors
- GS10.** organize recruitment drive taking help from the HR department
- GS11.** provide qualified assessors as per the client need

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Mobilize assessor as per requirement</i>	25	40	-	-
PC1. identify assessor requirement from authorised source Assessor requirement: No. of assessor required, location where they are required, assessor qualification and work experience required, etc.	2	4	-	-
PC2. identify possible sources in own region from where the assessors could be contacted Possible sources: Regional industry, recruitment firms, alumni from educational institutions, associations, etc.	2	4	-	-
PC3. share requirement with appropriate people from possible sources and obtain details of potential candidates	2	4	-	-
PC4. approach candidates with requirement	2	4	-	-
PC5. conduct preliminary checks to ensure only candidates who match the required criteria are identified	3	4	-	-
PC6. explain the assessor job profile and the advantages of becoming an assessor with potential candidates	3	4	-	-
PC7. share the process of becoming an assessor clearly to potential candidates and resolve any queries that they have about the same	3	4	-	-
PC8. forward the selected profiles to authorised personnel conducting the recruitment process	3	4	-	-
PC9. ensure adherence to establish turnaround times and inform the authorised personnel in case any delay is envisaged	2	4	-	-
PC10. take initiatives to maintain an updated data base of possible sources and candidates	3	4	-	-
<i>Support in the recruitment and onboarding of assessors</i>	15	20	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. conduct reference check with local sources as instructed by the recruitment personnel	3	4	-	-
PC12. explain the joining formalities to the assessors	3	4	-	-
PC13. conduct orientation session for assessors through a face to face session or webinar or video conference	3	4	-	-
PC14. co-ordinate with the on-boarding team to ensure formalities on both sides are completed within turn around times	3	4	-	-
PC15. take initiatives to make the on-boarding processes hassle free experience for the assessors	3	4	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2705
NOS Name	Mobilize assessors and support in their recruitment and onboarding
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
NSQF Level	6
Credits	TBD
Version	1.0
Next Review Date	08/03/2022

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

Description

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

Elements and Performance Criteria

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

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

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

Maintain a safe environment

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

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

Maintain a healthy and hygienic environment

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

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

Deal with emergency situations

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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

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

Assessment Criteria

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

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

National Occupational Standards (NOS) Parameters

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

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

Description

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

Elements and Performance Criteria

Maintain a professional image and behaviour

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

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

Maintain and enhance professional competence

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

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

Work in a disciplined and ethical manner

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

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

Work effectively with all stakeholders

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

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

Generic Skills (GS)

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

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

Assessment Criteria

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

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

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

National Occupational Standards (NOS) Parameters

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

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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

Minimum Aggregate Passing % at QP Level : 90

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

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N2602.Deliver competency based, instructor-led training sessions as per session plan	40	60	-	-	100	20
MEP/N2703.Evaluate on-field assessment and provide suggestions for improving training effectiveness	40	60	-	-	100	25
MEP/N2704.Plan and facilitate assessor development	40	60	-	-	100	25
MEP/N2705.Mobilize assessors and support in their recruitment and onboarding	40	60	-	-	100	5
MEP/N9911.Apply health and safety practices applicable in a training and assessment environment	30	70	-	-	100	5
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	20
Total	226	374	-	-	600	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.