Qualification Pack

Assessment Designer

QP Code: MEP/Q2903

Version: 1.0

NSQF Level: 6

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MEP/Q2903: Assessment Designer

Brief Job Description

The Assessment Designer designs and develops effective assessments and assessment tools to assess candidates against pre-set assessment criteria, duly incorporating the competency-based assessment guidelines and principles. The Assessment Designer also ensures that the assessors are able to use and implement these tools effectively by supporting in training them and evaluating their work.

Personal Attributes

The individual must have strong communication, organizational and interpersonal skills. The Assessment Designer must be quality focused and meticulous. Additionally, they should remain abreast with the latest trends in their field and continuously upgrade their assessment design skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MEP/N2703: Evaluate on-field assessment and provide suggestions for improving training effectiveness
2. MEP/N2704: Plan and facilitate assessor development
3. MEP/N2906: Design competency-based assessment
4. MEP/N2907: Develop competency-based assessment tools
5. MEP/N2909: Comply with Intellectual Property Rights, Rules, Regulations and Ethics
6. MEP/N9911: Apply health and safety practices applicable in a training and assessmentenvironment
7. MEP/N9912: Apply principles of professional practice at the workplace

Qualification Pack (QP) Parameters

Sector	Management
Sub-Sector	Training and Assessment
Occupation	Instructional Designing, Assessing
Country	India

NSQF Level	6
Credits	NA
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2424.9900
Minimum Educational Qualification & Experience	Graduate (or equivalent) with 5-10 Years of experience out of which 2 years in Training and Assessment function.
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	24 Years
Last Reviewed On	04/07/2018
Next Review Date	04/07/2022
NSQC Approval Date	19/12/2018
Version	1.0
Reference code on NQR	2019/ETR/MEPSC/03069
NQR Version	1.0

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 procedurese.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 normreferenced 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 practiceMethods and Techniques: how effectively and accurately the designated Occupational Standards or competencies are being interpreted by assessorsas the benchmarks for assessment; how the Principles of Assessment are being applied in assessment practice; assessors application of assessmentinstruments and tools; how the Rules of Evidence are being applied in gathering evidence; whether assessment is being conducted in accord withthe policies and procedures of the organisations assessment system; whether stakeholder and organisational, legal and ethical requirements arebeing 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 andconsequential; Reliability (reliability: internal consistency; parallel forms; splithalf; 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; providingaccurate 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 evidenceAssessment 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 andsupervisors, evidence of training, authenticated prior achievements, interview with employer, supervisor, or peer)

KU22. list various types of assessment tools and their applicationAssessment Tools: checklists of practical performance, questionnaires, quizzes, etc.

KU23. list various components of assessment toolsComponents: 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 theassessment process

GS2. write reports and recommendations logically, accurately and clearly

GS3. read, interpret and evaluate policies and procedures to monitor assessmentand recognition processes

GS4. read assessment strategies, specifications and tools to interpret themaccurately

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
Evaluate effectiveness of assessment	**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 selectedAspects 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	-	-
Perform sample checks on the decisions made by assessors and the evidences presented	**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	-	-
Share recommendations for improving assessment or training effectiveness	**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
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

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 occupationalstandards 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 appliedwithin the available resources and constraints

PC5. prepare a training plan and schedule that fits in the assessors schedulewithout 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 thedevelopment plan

PC9. receive calendar for assessor training from authorised sourceAuthorised source: Assessment Organisation, Sector Skill Council, certifyingbody, 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 anySpecial requirements: Language adjustment; seating arrangement; learnerswith special needs; timings of trainer;

PC12. prepare session plan using the occupational standards and training materialsprovided 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 suchas mock-delivery (role play), simulated, or on-the-job observation or studyingvideo recordings of assessors, etc.

PC15. monitor and document learner progress to ensure outcomes are beingachieved and individual learner needs are being met

PC16. make adjustments to the delivery sessions to reflect specific needs andcircumstances

PC17. provide additional assistance to individual candidates as required to achievesession outcomes

PC18. manage inappropriate behaviour to ensure that effective learning can takeplace

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 ensuringthat 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 therequired timeframes

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. assessment policies and procedurese.g. candidate selection; rationale and purpose of competency-basedassessment; assessment records and data and information management;recognition of prior learning and credit arrangements; assessment reportingprocedures; assessment appeals; candidate grievances and complaints;validation and moderation; evaluation and internal audit; costs andresourcing; access and equity, and reasonable adjustment; partnershiparrangements; links with overall quality management system.

KU2. organizational record-management systems and reporting requirements

KU3. health, safety and environment issues relating to delivery of competencybasedtraining

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 workplaceequipment

KU7. various methods of assessor developmente.g.: Training from Industry SMEs; self-learning modules; Train the assessorprogram; 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 methode.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 asimple language that is understandable to the learners

GS9. interact with various stake holders to organize a training session

GS10. communicate to a range of assessors from different backgrounds by adaptingoratory 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 records behaviours against criteria

GS18. identify when candidate may need assistance during the assessment processes

GS19. adjust delivery plan and training/teaching strategies to address learningbarriers effectively

GS20. apply problem solving skills that require negotiation to resolve problems of adifficult nature within organisation protocols

GS21. anticipate future implications for own and others' decisions and reliablyevaluate 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
Plan and organise assessor development program	**18**	**23**	**-**	**-**
PC1. identify training needs of the assessors after studying the occupationalstandards 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 appliedwithin the available resources and constraints	2	2	-	-
PC5. prepare a training plan and schedule that fits in the assessors schedulewithout 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 thedevelopment plan	2	3	-	-
PC9. receive calendar for assessor training from authorised sourceAuthorised source: Assessment Organisation, Sector Skill Council, certifyingbody, etc.	2	2	-	-
PC10. confirm availability to the organisers for the training session	2	2	-	-
Deliver and facilitate learning sessions for assessors	**5**	**9**	**-**	**-**
PC11. study profile of assessor candidates to identify special requirements if anySpecial requirements: Language adjustment; seating arrangement; learnerswith 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 materialsprovided by authorised source	2	3	-	-
PC13. facilitate assessor learning program as per the design provided	1	3	-	-
Support and monitor learning for assessors	**12**	**17**	**-**	**-**
PC14. conduct formative assessment of learning by using appropriate methods suchas mock-delivery (role play), simulated, or on-the-job observation or studyingvideo recordings of assessors, etc.	2	3	-	-
PC15. monitor and document learner progress to ensure outcomes are beingachieved and individual learner needs are being met	2	3	-	-
PC16. make adjustments to the delivery sessions to reflect specific needs andcircumstances	2	3	-	-
PC17. provide additional assistance to individual candidates as required to achievesession outcomes	2	3	-	-
PC18. manage inappropriate behaviour to ensure that effective learning can takeplace	2	2	-	-
PC19. maintain and store learner records according to organisational requirements	2	3	-	-
Undertake post -assessment training activities	**5**	**11**	**-**	**-**
PC20. collect feedback from all candidates in the prescribed format, while ensuringthat 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 therequired timeframes	1	3	-	-
PC23. send all records to the relevant personnel for record keeping and MIS as perthe 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
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N2906: Design competency-based assessment

Description

This OS unit lists deals in detail with designing effective competency-based assessments.

Elements and Performance Criteria

Gather information for designing competency-based assessment

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

PC1. identify target candidates, purpose and context of assessment as per organisational and compliance requirements

PC2. identify resources and constraints in terms of available sources of information, budgets, location of assessment, time duration available, availability of assessors and their profile, etc

PC3. identify/ clarify candidates assessment needs with relevant people

PC4. obtain and interpret the relevant competencies and occupational standards required to be evidenced during the assessment

PC5. identify and obtain relevant documentation for designing and developing assessment tools

Plan and document assessment processe

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

PC6. identify assessment criteria using the information gathered, in consultation with subject matter expert and client

PC7. identify various ways in which the achievement of competence can be assessed for the specific assessment criteria in consultation with subject matter experts

PC8. determine volume of evidence and types of evidence needed to verify competence, according to the rules of evidence

PC9. select assessment methods that will support the collection of defined evidence, taking into account the context of the assessment

PC10. finalise assessment methods and types of assessment tools that comply with the rules of evidence and principles of assessment

PC11. prepare and document the assessment plan that includes various aspects of the assessment process Various aspects of assessment process: assessment criteria, assessment sequence; type of assessment tools to be administered; evidences to be collected; required assessment conditions, materials and resources; roles anresponsibilities of people involved in the assessment process; timelines; documentation and assessment record keeping and reporting arrangements, etc.

Modify assessment design based on recommendations from competent authority

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

PC12. Share the assessment design with various competent authority like assessors, lead assessors, client, subject matter expert, etc. for review and feedback

PC13. evaluate validity of the suggestions received from competent authorities and make valid modifications in the assessment design

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 competencybased assessments

KU4. work area inspection procedures and practices

KU5. procedures for the recording, reporting and maintenance of workplace equipment

KU6. types of assessment and their purpose

KU7. competency-based assessment concepts and principles, including: the principles of assessment; the rules of evidence; criterion referenced assessment as distinct from norm-referenced assessment; technical and vocational training as a competency-based system; occupational standards as the basis of qualifications

KU8. occupational standards, qualifications and their composition eg. objective, performance criteria, underpinning knowledge, weightages, etc.

KU9. assessor qualifications and competencies relevant to the qualifications to be assessed

KU10. possible sources of information for identifying assessment 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.

KU11. parameters that are important to ensure assessment effectiveness Possible parameters: student experience and feedback, adherence to schedule, process adherence; 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.

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; splithalf; inter-rater; and, intra-rater), transparency, 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. reporting of competency-based assessment

KU18. applications of technology to improve or assist in quality assessment

KU19. roles and responsibilities of assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process

KU20. organisational and ethical responsibilities associated with the assessment system, including - maintaining client privacy and confidentiality; providing accurate information; unbiased and anti-discriminatory treatment;

KU21. use of technology to identify and eliminate plagiarism

KU22. 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, case studies, simulated 'real world' scenarios, projects, assignments, 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, use of others (eg. testimonials and reports from employers and supervisors, interview with employer, supervisor, or peer), evidence of training, authenticated prior achievements, etc.

KU23. holistic approach to assessment and its principles Principles: efficiency, evidence for multiple competencies/units, integration of knowledge into practice, etc.

KU24. different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well-constructed assessment tools

KU25. the components of assessment specifications such as: Components: the Occupational Standards to be assessed; the target group, context and conditions for the assessment; the tasks to be administered to the candidate (eg. templates/proforma, specific questions or activities, evidence/observation checklists, checklists for the evaluation of work samples, candidate self-assessment materials); an outline of the evidence to be gathered from the candidate; the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules); the administration, recording and reporting requirements;

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. read, interpret and evaluate policies and procedures to monitor assessment and recognition processes

GS3. convince others about own point of view

GS4. promote and quality standards

GS5. guide and support assessors one on one

GS6. communicate appropriately with people from diverse backgrounds

GS7. conflict resolution skills to deal with complaints from assessors, training providers, candidates with regards to assessment decisions or methods

GS8. 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

GS9. monitor assessment processes and activities by a systematic approach

GS10. implement improvements to assessment practice

GS11. determine sampling methods to be used to access information

GS12. align to client and assessor needs

GS13. anticipate future implications for own and others' decisions and reliably evaluate alternative solutions

GS14. analyse current research on assessment and incorporate into own practice

GS15. evaluate assessment methods and tools

GS16. access and interpret organisation's standards and values

GS17. analyse the effectiveness of the organisation's assessment process

GS18. evaluate validation process and determine and implement improvements

GS19. systematically evaluate own or others' practice to improve performance or understanding

GS20. identify and plug loopholes in the assessment to make the more fool proof

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Gather information for designing competency-based assessment	**15**	**15**	**-**	**-**
PC1. identify target candidates, purpose and context of assessment as per organisational and compliance requirements	3	3	-	-
PC2. identify resources and constraints in terms of available sources of information, budgets, location of assessment, time duration available, availability of assessors and their profile, etc	3	3	-	-
PC3. identify/ clarify candidates assessment needs with relevant people	3	3	-	-
PC4. obtain and interpret the relevant competencies and occupational standards required to be evidenced during the assessment	3	3	-	-
PC5. identify and obtain relevant documentation for designing and developing assessment tools	3	3	-	-
Plan and document assessment processe	**21**	**37**	**-**	**-**
PC6. identify assessment criteria using the information gathered, in consultation with subject matter expert and client	4	5	-	-
PC7. identify various ways in which the achievement of competence can be assessed for the specific assessment criteria in consultation with subject matter experts	4	6	-	-
PC8. determine volume of evidence and types of evidence needed to verify competence, according to the rules of evidence	4	6	-	-
PC9. select assessment methods that will support the collection of defined evidence, taking into account the context of the assessment	3	7	-	-
PC10. finalise assessment methods and types of assessment tools that comply with the rules of evidence and principles of assessment	3	7	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. prepare and document the assessment plan that includes various aspects of the assessment process Various aspects of assessment process: assessment criteria, assessment sequence; type of assessment tools to be administered; evidences to be collected; required assessment conditions, materials and resources; roles anresponsibilities of people involved in the assessment process; timelines; documentation and assessment record keeping and reporting arrangements, etc.	3	6	-	-
Modify assessment design based on recommendations from competent authority	**4**	**8**	**-**	**-**
PC12. Share the assessment design with various competent authority like assessors, lead assessors, client, subject matter expert, etc. for review and feedback	2	4	-	-
PC13. evaluate validity of the suggestions received from competent authorities and make valid modifications in the assessment design	2	4	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2906
NOS Name	Design competency-based assessment
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Instructional Design, Assessing
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N2907: Develop competency-based assessment tools

Description

This unit deals in detail with the development of competency-based assessment tools

Elements and Performance Criteria

Modify existing assessment tools

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

PC1. receive and interpret assessment design that contains the competencies to be assessed, assessment criteria, assessment plan, type of assessment tools to be developed and evidences to be collected

PC2. identify existing assessment tools for the competencies to be assessed

PC3. analyse available assessment tools for their usability and modify as per received assessment design

Develop new assessment tools

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

PC4. select assessment method through which defined competency and occupational standard can be evidenced and verified

PC5. develop specific assessment activities to address the evidence to be collected

PC6. prepare assessment tools taking into account the assessment context and the principles of assessment

PC7. define clear and specific procedures instructing assessor and candidate on the administration and use of the tools using appropriate style and format, language and that are appropriate to diverse learners

PC8. address assessment system policy and procedures requirements including storage and retrieval needs, review and evaluation and version control

PC9. write various types of items using principles of assessment and considering related contextual factors

Review and trial assessment tools

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

PC10. check draft assessment tools against evaluation criteria and amend as necessary

PC11. trial draft assessment tools to validate content, applicability and usability

PC12. collect and document feedback from relevant people involved in trialling

PC13. analyse results of trail runs for feedback on assessments

PC14. make amendments to the final tools based on analysis of feedback

PC15. produce assessment specifications documentation

PC16. format and file finalised assessment tools in accordance with assessment system policies and procedures and organisational requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organisations system policies and procedures such as: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 competencybased training

KU4. work area inspection procedures and practices

KU5. procedures for the recording, reporting and maintenance of workplace equipment

KU6. competency-based assessment concepts and principles, including: The Principles of Assessment; the Rules of Evidence; criterion referenced assessment as distinct from norm-referenced assessment; technical and vocational training as a competency-based system; occupational standards as the basis of qualifications

KU7. different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well-constructed assessment tools

KU8. 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; splithalf; inter-rater; and, intra-rater) and how they guide assessment, validation, appeals processes

KU9. how to interpret and apply the Rules of Evidence - Validity; Sufficiency; Authenticity; Currency;

KU10. principles of reasonable adjustment

KU11. assessment strategies, assessment specifications and assessment plans and their components

KU12. 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

KU13. copyright and privacy laws of the country, including the use of electronic technology

KU14. different types of assessment methods, including use, limitations and suitability for collecting various types of evidence, Assessment method: direct observation (eg. real work/real time activities atthe 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); etc.

KU15. various types of assessment tools and their application Assessment Tools: checklists of practical performance, questionnaires, quizzes, etc.

KU16. various components of assessment tools Components: instructions, guidelines, items, marking scheme, etc

KU17. types of items and item writing guidelines and principles

Generic Skills (GS)

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

GS1. prepare an assessment plan considering the availability of assessors
GS2. write items accurately
GS3. write instructions accurately and efficiently
GS4. . fill in assessment records and required document accurately
GS5. read and follow assessment strategy and specification documents
GS6. read and analyse learner information
GS7. read and use assessment tools effectively
GS8. Read policy documents to interpret them correctly
GS9. explain and describe assessment related concepts and facts to assessors in a simple language that is understandable to them
GS10. interact with various stake holders to organize a training session on assessment document and how to use it
GS11. decide whether the conditions for assessment are suitable for assessment taking into account reasonable adjustments for non-standard conditions to confirm or cancel the assessment
GS12. verify the evidence is of requisite quality and specifications to arrive at the decision of assessment criteria being met successfully or not
GS13. develop assessment plans taking into account limitations, needs, health and safety and principles of holistic assessment
GS14. draft instructions and guidelines for various stakeholders participating in the assessment process
GS15. develop a contingency plan for key aspects of the assessment process and its requirements
GS16. identify and address learner/candidate needs effectively while conducting and developing assessments
GS17. match principles of assessment to learner needs accurately
GS18. identify and eliminate bias from assessment strategy/tools/items by focusing on diversity of learners/candidates
GS19. provide necessary information to the assessment centre administrators, in a timely and clear manner, to ensure they prepare in time and are clear with regards to requirements for assessments
GS20. adjust strategies and address learning barriers
GS21. suggest alternative solutions for problems faced by assessors in implementing the assessment
GS22. create assessments for multiple competencies in a single assessment activity applying principles of holistic assessment
GS23. analyse learners competency requirements
GS24. identify gaps in skills or knowledge limiting achievement of competence

GS25. review assessment objectives and conditions in order to Identify challenges and limitations for effective assessments

GS26. create an assessment plan taking into consideration objectives, resources and limitations

GS27. choose suitable assessment methods for the purpose of assessment by identifying benefits and limitations of each

GS28. systematically evaluate own and others practice to improve performance or understanding

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Modify existing assessment tools	**6**	**12**	**-**	**-**
PC1. receive and interpret assessment design that contains the competencies to be assessed, assessment criteria, assessment plan, type of assessment tools to be developed and evidences to be collected	2	4	-	-
PC2. identify existing assessment tools for the competencies to be assessed	2	4	-	-
PC3. analyse available assessment tools for their usability and modify as per received assessment design	2	4	-	-
Develop new assessment tools	**14**	**23**	**-**	**-**
PC4. select assessment method through which defined competency and occupational standard can be evidenced and verified	2	4	-	-
PC5. develop specific assessment activities to address the evidence to be collected	2	5	-	-
PC6. prepare assessment tools taking into account the assessment context and the principles of assessment	2	4	-	-
PC7. define clear and specific procedures instructing assessor and candidate on the administration and use of the tools using appropriate style and format, language and that are appropriate to diverse learners	2	4	-	-
PC8. address assessment system policy and procedures requirements including storage and retrieval needs, review and evaluation and version control	3	3	-	-
PC9. write various types of items using principles of assessment and considering related contextual factors	3	3	-	-
Review and trial assessment tools	**21**	**24**	**-**	**-**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. check draft assessment tools against evaluation criteria and amend as necessary	3	3	-	-
PC11. trial draft assessment tools to validate content, applicability and usability	3	3	-	-
PC12. collect and document feedback from relevant people involved in trialling	3	3	-	-
PC13. analyse results of trail runs for feedback on assessments	3	4	-	-
PC14. make amendments to the final tools based on analysis of feedback	3	3	-	-
PC15. produce assessment specifications documentation	3	4	-	-
PC16. format and file finalised assessment tools in accordance with assessment system policies and procedures and organisational requirements	3	4	-	-
NOS Total	**41**	**59**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2907
NOS Name	Develop competency-based assessment tools
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Instructional Design, Assessing
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N2909: Comply with Intellectual Property Rights, Rules, Regulations and Ethics

Description

This unit deals in detail with following of Intellectual Property Rights, rules, regulations and ethics while developing and using content.

Elements and Performance Criteria

Identify IPR applicability and implications of infringement

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

PC.1. identify copyright and other Intellectual Property Rights (IPR) protections applicable to different types of materials available and developed Types of materials: Text, Graphics, Audio, Videos, Designs, Logos, Products, etc.

PC.2. identify legislative requirements governing copyright in own and other countries as applicable

PC.3. identify material within the organisation that may attract copyright and other IPR protection

PC.4. determine the copyright owner of original works within or used by the organisation

PC.5. identify sources of information and advice regarding copyright and other IPR issues within the organisation and outside

PC.6. research when permission is needed to use copyright material belonging to others

PC.7. identify legal and economic implications of copyright infringement and communicate the same to relevant personnel

Assess IPR permissions, compliance and infringements

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

PC.8. identify types of permission available to use materials copyrighted materials

PC.9. initiate processes to obtain permissions using legal processes for copyrights

PC.10. identify, review and comment on organisation policies and procedures to ensure that own and others original works are protected against direct or indirect infringement of copyright

PC.11. implement policies and procedures to protect the organisations copyright, recognising exceptions that allow the legitimate use of own copyright material by others

PC.12. use and inform other appropriate personnel of legislative exceptions that allow use of copyright material without permission

PC.13. test materials for any copyright infringements using electronics tools

PC.14. initiate and maintain documentation in relation to copyright agreements where established

PC.15. implement procedures to limit or deter infringement of organisations copyright and/or encourage the proper use of the organisations copyright

PC.16. monitor organisational use of others copyright material to reduce the risk of infringement

PC.17. identify and report to appropriate personnel claims of infringements of organisations copyright

PC.18. identify considerations when licensing or selling copyright rights including on related materials, economic impact, documentation, legal requirements, potential disputes, monitoring usage and infringements, assessing infringement impact, grievance redressal processes, etc.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Intellectual Property Rights (IPR) policies and procedures in the organisation
KU2. organizational intellectual property-management systems and reporting requirements
KU3. role of legal, procurement and other relevant departments in relation to Intellectual Property Rights (IPR)
KU4. organisations system policies and procedures such as:
KU5. e.g. sourcing raw content, materials development, data and information security, legal, procurement, publishing, etc.
KU6. Intellectual Property Rights (IPR) and its scope
KU7. types of Intellectual Property Rights
KU8. importance of Protection for various types of Intellectual Property
KU9. implication of Intellectual Property Rights (IPR) in learning materials Development, Printing and Publishing
KU10. legal and economic ramifications of Intellectual Property Rights (IPR) infringements
KU11. copyright and related legislations and provisions applicable to ones country and area of operation
KU12. how legislation varies from country to country and how to ensure one does not infringe on these in their own work
KU13. creative commons concept and the various types of licenses available with them
KU14. Licensing as a means to sharing rights
KU15. Royalty and its application in sharing rights
KU16. various kinds of information and other creative outputs relevant to learning materials development
KU17. various forms and types of permissions required for use of information and/or creative output by learning materials developers
KU18. procedures for legitimate use of others copyright materials
KU19. what are citations and cite reference sources in industry standard formats
KU20. authorised and unauthorised sources of data and information
KU21. organisational and ethical responsibilities associated with Intellectual Property Rights
KU22. copyright and privacy laws of the country, including the use of electronic technology

Generic Skills (GS)

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

GS1. fill in forms and formats required for permissions accurately, both online and offline

GS2. complete documentation requirements

GS3. read and follow IPR and related information documents

GS4. read and analyse rights owner information

GS5. read policy documents to interpret them correctly

GS6. explain and describe copyright implications and applicability to relevant personnel in simple language that is understandable to them

GS7. collect valid information related to ownership rights and permissions regarding materials to be used for development

GS8. choose license type, matching requirements and constraints, ensuring compliance with IPR regulations and legislations

GS9. match and assess if suspected materials that have similarity to organisations copyrighted material can be construed as infringement

GS10. develop plans to monitor usage and distribution of materials to ensure that risk for IPR infringements is minimised

GS11. plan to take adequate measures during development and publishing stage to deter copyright infringement of organisations materials by others

GS12. plan to evaluate copyright infringements during development by own team

GS13. identify impact of copyright infringement by self/organisation on customers of the organisation in business to business, and business to consumer contexts of service provision

GS14. identify measures that can prevent the problem of copying and potential infringements within the development team

GS15. identify different types of media/elements in the materials developed and the range of IPR protections that may be applicable to these

GS16. evaluate organisation policies and procedures for materials development and assess its robustness to prevent IPR infringements

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Identify IPR applicability and implications of infringement	**21**	**20**	**-**	**-**
PC.1. identify copyright and other Intellectual Property Rights (IPR) protections applicable to different types of materials available and developed Types of materials: Text, Graphics, Audio, Videos, Designs, Logos, Products, etc.	3	3	-	-
PC.2. identify legislative requirements governing copyright in own and other countries as applicable	3	2	-	-
PC.3. identify material within the organisation that may attract copyright and other IPR protection	3	3	-	-
PC.4. determine the copyright owner of original works within or used by the organisation	3	3	-	-
PC.5. identify sources of information and advice regarding copyright and other IPR issues within the organisation and outside	3	3	-	-
PC.6. research when permission is needed to use copyright material belonging to others	3	3	-	-
PC.7. identify legal and economic implications of copyright infringement and communicate the same to relevant personnel	3	3	-	-
Assess IPR permissions, compliance and infringements	**23**	**36**	**-**	**-**
PC.8. identify types of permission available to use materials copyrighted materials	3	3	-	-
PC.9. initiate processes to obtain permissions using legal processes for copyrights	3	3	-	-
PC.10. identify, review and comment on organisation policies and procedures to ensure that own and others original works are protected against direct or indirect infringement of copyright	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC.11. implement policies and procedures to protect the organisations copyright, recognising exceptions that allow the legitimate use of own copyright material by others	2	3	-	-
PC.12. use and inform other appropriate personnel of legislative exceptions that allow use of copyright material without permission	1	3	-	-
PC.13. test materials for any copyright infringements using electronics tools	2	4	-	-
PC.14. initiate and maintain documentation in relation to copyright agreements where established	2	4	-	-
PC.15. implement procedures to limit or deter infringement of organisations copyright and/or encourage the proper use of the organisations copyright	2	3	-	-
PC.16. monitor organisational use of others copyright material to reduce the risk of infringement	2	3	-	-
PC.17. identify and report to appropriate personnel claims of infringements of organisations copyright	2	3	-	-
PC.18. identify considerations when licensing or selling copyright rights including on related materials, economic impact, documentation, legal requirements, potential disputes, monitoring usage and infringements, assessing infringement impact, grievance redressal processes, etc.	2	3	-	-
NOS Total	**44**	**56**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2909
NOS Name	Comply with Intellectual Property Rights, Rules, Regulations and Ethics
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Instructional Design
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/N9911: Apply health and safety practices applicable in a training and assessmentenvironment

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
Apply relevant health and safety practices in a training / assessment environment	**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	-	-
Maintain a safe environment	**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	-	-
Maintain a healthy and hygienic environment	**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	-	-
Deal with emergency situations	**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 assessmentenvironment
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 policyInappropriate 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 themInappropriate 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
Maintain a professional image and behaviour	**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	-	-
Maintain and enhance professional competence	**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	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Work in a disciplined and ethical manner	**12**	**20**	**-**	**-**
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	-	-
Work effectively with all stakeholders	**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	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes	2	2	-	-
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 policyInappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour	1	2	-	-
NOS Total	**36**	**64**	**-**	**-**

National Occupational Standards (NOS) Parameters

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

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1.Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.

2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.

3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).

4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.

5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

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

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/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	8
MEP/N2906.Design competency-based assessment	40	60	-	-	100	15
MEP/N2907.Develop competency-based assessment tools	41	59	-	-	100	20
MEP/N2909.Comply with Intellectual Property Rights, Rules, Regulations and Ethics	44	56	-	-	100	17
MEP/N9911.Apply health and safety practices applicable in a training and assessmentenvironment	30	70	-	-	100	7
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	8
Total	**271**	**429**	**-**	**-**	**700**	**100**

Acronyms

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

Glossary

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

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