QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS

What are Occupational Standards(OS)?

➢ OS describe what individuals need to do, know and understand in order to carry out a particular job role or function

➢ OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Contents

Introduction

Qualifications Pack- Trainer

SECTOR/S: MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS

SUB-SECTOR: Training and Assessment

OCCUPATION: Training Delivery

REFERENCE ID: MEP/Q2601

ALIGNED TO: NCO-2015/ 2424.0402; 2424.9900

Brief Job Description: The Trainer trains the learners on the occupational standards, using pre-set lesson plans and training materials. They plan for and conduct sessions to impart competency-based skills and knowledge.

Personal Attributes: The individual must have expertise in the technical/vocational domain of instruction. They must have strong communication, organisational and interpersonal skills. They must be quality focused and encourage learner engagement. Additionally, they should remain abreast with the latest trends in their domain and upgrade their facilitation skills.

Qualifications Pack Code	**MEP/Q2601**

Job Role	**Trainer** (Applicable for National Scenarios)		
Credits	TBD	**Version number**	**1.0**
Sector	**Management, Entrepreneurship and Professional Skills**	**Drafted on**	**21/06/2018**
Sub-sector	**Training and Assessment**	**Last reviewed on**	**21/06/2018**
Occupation	**Training Delivery**	**Next review date**	**21/06/2022**
NSQC Clearance on	**19/12/2018**		

Job Details (side label)

Job Role	Trainer
Role Description	Plan and undertake skills and knowledge transfer sessions to facilitate the desired level of competence in the learner as per pre-set occupational standards.
NSQF level	5
Minimum Educational Qualifications	Certified on the technical/vocational standards that they will be training on, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.). He/ She should have relevant educational qualification of the trainer in the respective sector's job role
Maximum Educational Qualifications	NA
Prerequisite License or Training	Certified on the technical/vocational standards that they will be training on, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)
Minimum Job Entry Age	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)
Experience	As per competent authority(SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)
Applicable National Occupational Standards (NOS)	**Compulsory:** 1. [MEP/N2601 Plan and organize for facilitation of a training program](#) 2. [MEP/N2602 Deliver competency based, instructor-led training sessions as per session plan](#) 3. [MEP/N2610 Demonstrate work skills on-the-job or in a simulated work environment](#) 4. [MEP/N2603 Facilitate transfer of work skills on-the-job or in a simulated work environment](#) 5. [MEP/N2604 Conduct assessment of competence as per required standards](#) 6. [MEP/N9911 Apply health and safety practices applicable in a training and assessment environment](#)

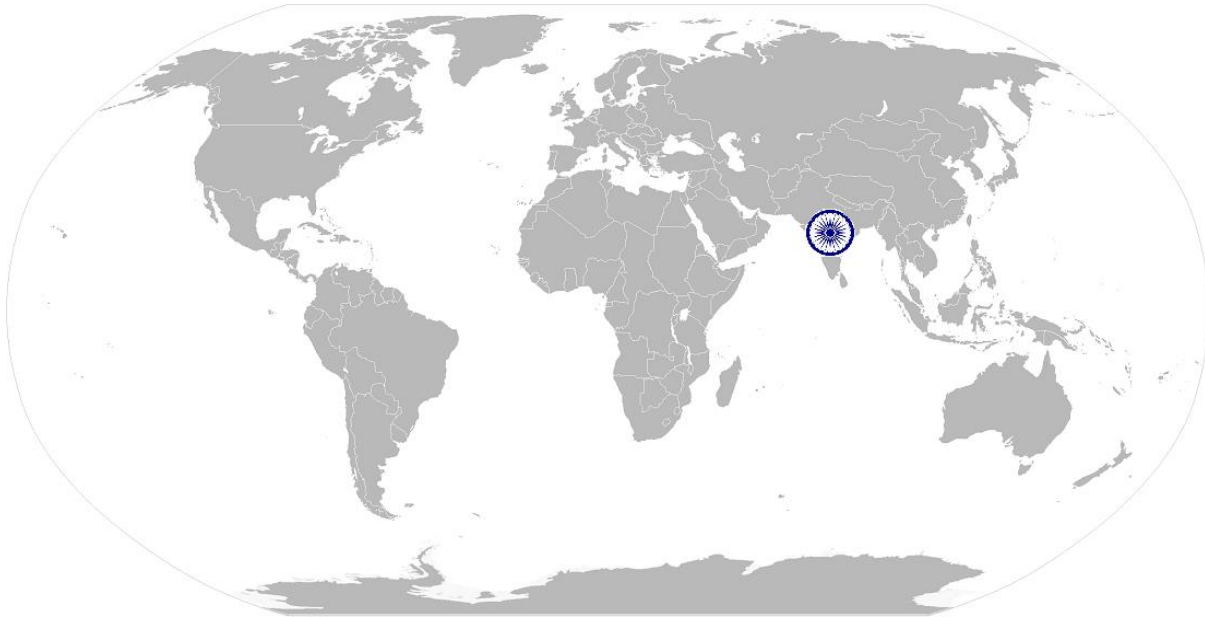|	
	7. MEP/N9912 Apply principles of professional practice at the workplace
Performance Criteria	As described in the relevant OS units

Keywords /Terms	Description
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.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or an area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Sub-function	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
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 they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance criteria 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.
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.
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	Knowledge and understanding are statements which together specify the technical, generic, professional and organisational specific knowledge that individual needs 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	Core skills or generic skills 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.

Acronyms

Keywords /Terms	Description
NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack

National Occupational Standard

Overview

This unit is about planning before starting a training program to ensure that it is conducted smoothly, meets the learning objectives for the program and is in alignment to the program guidelines.

MEP/N2601   Plan and organize for facilitation of a training program

Unit Code	MEP/N2601
Unit Title (Task)	Plan and organize for facilitation of a training program
Description	This unit is about planning before starting a training program to ensure that it is conducted smoothly, meets the learning objectives for the program and is in alignment to the program guidelines.
Scope	This unit/ task covers the following: • Interpret learning environment and delivery requirements • Modify session plans and resources for delivery • Organise training environment

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Interpret learning environment and delivery requirements	To be competent, the user/ individual on the job must be able to: PC1. access, read, and interpret the training documentation to determine delivery requirements from authorised source Training documentation: Trainer's guide, Occupational standards to be achieved, Curriculum, Training schedule PC2. provide recommendation for selection of candidates for training as per the learning objectives of the program PC3. obtain details of the learners from authorised sources PC4. use available information and documentation to identify group and individual learner needs, and relevant learner characteristics PC5. identify training environment requirements like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc. PC6. identify constraints impacting training delivery and relevant risks
Modify session plans and resources for delivery	To be competent, the user/ individual on the job must be able to: PC7. refine existing learning objectives according to program requirements and specific needs of individual learners PC8. modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc. PC9. document session plans for each segment of the learning program in prescribed and/or standard templates PC10. contextualise learning materials to meet the needs of the specific learner group
Organise training environment	To be competent, the user/ individual on the job must be able to: PC11. ensure availability of adequate training materials, facility, technology, tools and equipment in time for delivery of learning sessions PC12. organise training materials and equipment for easy access and use when required during the course of the training PC13. ensure the venue of training is conducive to learning and in line with professional guidelines including those mentioned in the training documentation

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	PC14. ensure timely availability of support services as per requirement by co-ordinating with training co-ordinator Support services: Pantry service, logistic service, housekeeping and maintenance PC15. ensure training area is risk free and equipped with necessary health and safety resources like fire extinguishers, safety signage, clean toilets, dry flooring, security arrangements, etc. PC16. confirm overall delivery arrangements with relevant personnel prior to delivery commencement
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to know and understand: KA1. training organisation's system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/ resourcing KA2. organizational record-management systems with respect to training and reporting requirements KA3. health safety and environment issues relating to delivery of competency based training KA4. work area inspection procedures and practices KA5. waste and dangerous materials disposal procedures and practices KA6. procedures for the recording, reporting and maintenance of workplace equipment
B. Technical Knowledge	The individual on the job needs to know and understand: KB1. the learner group profile, including characteristics and needs of individual learners in the group KB2. the requirements of the learning program and/ or delivery plan, and the content purpose KB3. how to set up training facilities, training equipment and tools Training facilities, training equipment and tools: eg. room/space appropriate to the style of delivery, data projector and laptop/computer and speakers, projection screen, flip charts with markers, whiteboard and whiteboard markers, trainer manual, learner handbook/workbook and any other learning materials and resources, other equipment specified in session plan KB4. competency based curriculum documents and learning materials KB5. specific resources, equipment and support services available for learners with special needs KB6. assessment and risk control measures relating to the facilitation of group-based learning KB7. policies and procedures relevant to the learning environment KB8. how to create and modify session plan KB9. prescribed and standard session plan template
Skills (S)	
	Writing Skills
	The user/ individual on the job needs to know and understand how to:

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MEP/N2601   Plan and organize for facilitation of a training program

A.	Core Skills/ Generic Skills	**Reading Skills**
		The user/ individual on the job needs to know and understand how to: SA1. read and interpret training related documentation
		Oral Communication (Listening and Speaking skills)
		The user/ individual on the job needs to know and understand how to: SA2. receive and ask for clarifications from content development team and seniors on the job requirement SA3. co-ordinate with training co-ordinator, design team, vendors, housekeeping staff, etc. during the course of work in a polite, clear and in a language understandable to them SA4. work effectively as a team member to cultivate collaborative and participative work relationships
B.	Professional Skills	**Decision Making**
		The user/individual on the job needs to know and understand how to: SB1. contextualise learning materials to meet the needs of the specific learner group
		Plan and Organize
		The user/individual on the job needs to know and understand how to: SB2. plan and organise own work SB3. plan a session in line with training program requirements and local constraints, resources and learner requirements
		Customer Centricity
		The user/individual on the job needs to know and understand how to: SB4. ensure the environment is conducive to learner needs and is safe and hygienic
		Problem Solving
		The user/individual on the job needs to know and understand how to: SB5. application of problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
		Analytical Thinking
		The user/ individual on the job needs to know and understand how to: SB6. analyse learner data to identify possible customization required in learning environment and materials
		Critical Thinking
		The user/ individual on the job needs to know and understand how to: SB7. identify the parts of the learning materials which are not conducive to local arrangements and learner requirements SB8. discuss with seniors and design team to customize as per requirements

MEP/N2601   Plan and organize for facilitation of a training program

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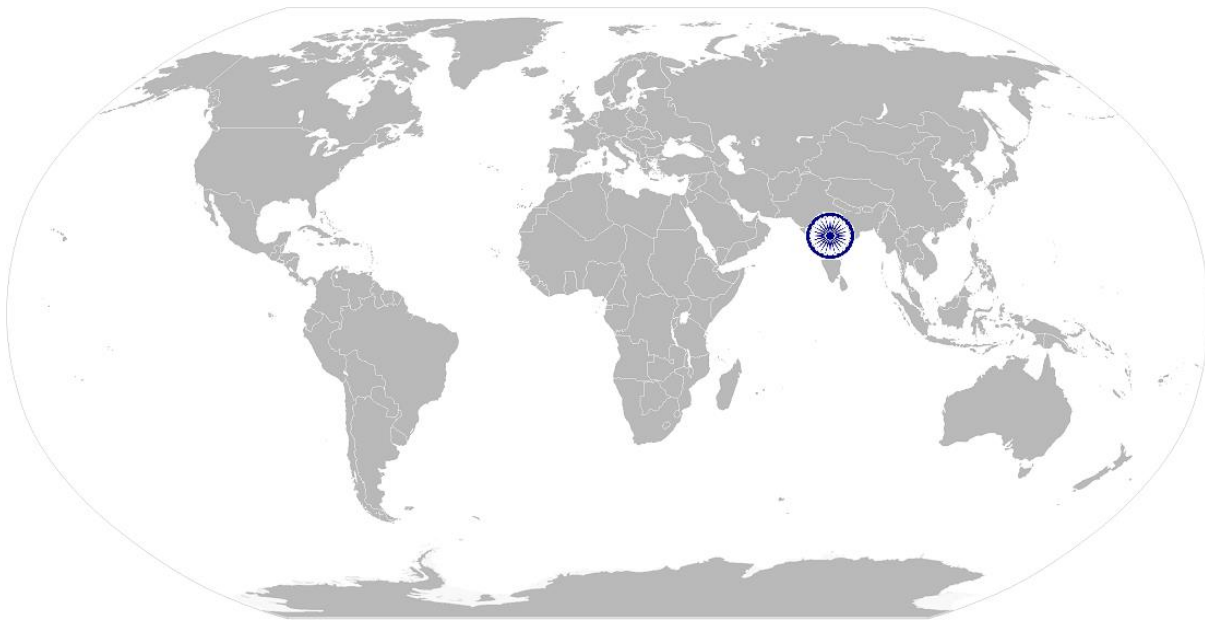
NOS Code	MEP/N2601		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Training Delivery	Next review date	21/06/2022

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Overview

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

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

Unit Code	MEP/N2602
Unit Title (Task)	**Deliver competency based, instructor led sessions as per session plan**
Description	This unit deals in detail with the delivery of competency based, instructor led sessions as per session plan in letter and spirit.
Scope	This unit/ task covers the following: • Deliver and facilitate training sessions • Support and monitor learning

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Deliver and facilitate training sessions	To be competent, the user/ individual must be able to: PC1. conduct each session according to the session plan, modify where appropriate to meet learner needs PC2. explain the objectives of the training session and how it would benefit the trainees. PC3. gather learners' expectations and modify the session plan to incorporate the valid ones in the delivery which were not covered PC4. deliver training using a range of training methods and training processes as instructed in trainer's guide Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences PC5. ensure effective participation and group management by using basic facilitation techniques Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not criticizing, use existing knowledge in the group effectively PC6. apply learning principles to make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs PC7. create and maintain a positive learning environment PC8. be polite and courteous with all learners at all times PC9. manage inappropriate behaviour professionally as per established organisational policy PC10. take measures to ensure that learning can take place in a safe and comfortable environment
Support and monitor learning	To be competent, the user/ individual must be able to: PC11. monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met

MEP/N2602   Deliver competency based, classroom training sessions as per session plan

	PC12. share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus
	PC13. make adjustments to the delivery sessions to reflect specific needs and circumstances
	PC14. provide additional assistance to individual learners as required to achieve session outcomes
	PC15. maintain and store learner records according to organisational requirements
Undertake post training activities	To be competent, the user/ individual must be able to:
	PC16. securing equipment and tools in safe places in accordance with procedures
	PC17. ensure that training equipment and tools are used and left in good condition
	PC18. complete learner records accurately and in the required timeframes
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to know and understand:
	KA1. Training Organisation's system policies and procedures such as:
	a. candidate selection
	b. rationale and purpose of competency-based assessment
	c. costs/resourcing
	KA2. organizational record-management systems and reporting requirements
	KA3. Health Safety and Environment (HSE) issues relating to delivery of competency based training
	KA4. work area inspection procedures and practices
	KA5. waste and dangerous materials disposal procedures and practices
	KA6. procedures for the recording, reporting and maintenance of workplace equipment
B. Technical Knowledge	The individual on the job needs to know and understand:
	KB1. principles of adult learning and how to apply them in training delivery
	a. training needs to be learner-centred to engage learners
	b. adults have a need to be self-directing and decide for themselves what they want to learn
	c. adults have a range of life experience, so connecting learning to experience is meaningful
	d. adults have a need to know why they are learning something
	e. the learning process needs to support increasing learner independence
	f. emphasis on experimental and participative learning
	g. use of modelling
	h. the learning process should reflect individual circumstances
	KB2. factors that affect learning such as:
	a. physical e.g. temperature, health, personal concerns
	b. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental
	KB3. techniques to create and maintain a positive learning environment such as:
	c. encouraging learner participation
	d. using interactive learning approaches to transfer skills and knowledge to learners
	e. using the diversity of the group as a resource to support learning

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MEP/N2602   Deliver competency based, classroom training sessions as per session plan

f.   using facilitation skills to ensure effective participation and group management

g.   using presentation skills to convey understanding of key concepts and central ideas

h.   being aware of non-verbal and verbal communication of participants

i.   using learning resources to enhance the learning experience for all learners

j.   delivering at appropriate pace

k.   ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences

l.   summarising key concepts and ideas at strategic points to facilitate learner understanding

m.   monitoring learner progress with tasks and learning activities based on session plan.

n.   measuring the achievement of learning outcomes by formative assessment

KB4.   how to implement program delivery based on session delivery plans and facilitation guides

KB5.   commonly used training delivery methods, processes and facilitation techniques appropriate to face-to-face group delivery

Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study

Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences

Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not making anyone wrong, use existing knowledge in the group effectively

KB6.   various ways to handle inappropriate behaviour in a professional manner

Inappropriate behaviours: Abusing; violence; harassment; disruption of session; pilfering; intentional mishandling of equipment and materials; habitual absenteeism, etc

Various ways: Set ground rules at the beginning of the session and implement strictly, identifying the reason for inappropriate behaviour and suggesting a more appropriate method of expressing discontent; prepare and follow escalation matrix for reporting inappropriate behaviour; discuss consequences of inappropriate behaviour to self and others; counselling; detention/suspension/rustication in accordance with the rules of the organisation/institution, etc.

KB7.   importance of monitoring and documenting learning progress of the learners and providing them feedback

KB8.   importance of ensuring safety, hygiene, tidiness before, during and after the sessions

	KB9. importance of completing learner records accurately and processing within required timeframes

Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to: SA1. use white board/flipcharts to explain key points in a language/symbols understandable to learners SA2. make minor corrections/updates on presentation slides, handouts, etc SA3. write emails to interact with design team, seniors and other stakeholders
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA4. read presentation slides and trainer's guides and participant handbook
	Oral Communication (Listening and Speaking skills)
	The user/ individual on the job needs to know and understand how to: SA5. explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners SA6. use effective listening and probing /questioning skills to understand learners and their queries SA7. provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct SA8. work effectively as a team member to cultivate collaborative and participative work relationships SA9. use assertive communication techniques and participative discussion techniques to handle group discussions SA10. use collaborative methods to handle conflict without losing calm
B. Professional Skills	**Decision Making**
	The user/individual on the job needs to know and understand how to: SB1. handle disruptions during trainings in a solution seeking and calm manner SB2. identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB3. deliver training program smoothly, on time while meeting the session objectives SB4. ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB5. identify and meet client and learners' needs

MEP/N2602 **Deliver competency based, classroom training sessions as per session plan**

	Problem Solving
	The user/individual on the job needs to know and understand how to:
	SB6. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to:
	SB7. how to improve work process
	Critical Thinking
	The user/ individual on the job needs to know and understand how to:
	SB8. how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

NOS Version Control

NOS Code	MEP/N2602		
	TBD	**Version number**	1.0
Industry	Management, Entrepreneurship and Professional Skills	**Drafted on**	08/03/2018
Industry Sub-sector	Training and Assessment	**Last reviewed on**	08/03/2018
Occupation	Training Delivery	**Next review date**	21/06/2022

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

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National Occupational Standard

Overview

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

National Occupational Standard

Unit Code	MEP/N2610
Unit Title (Task)	Demonstrate work skills on-the-job or in a simulated work environment
Description	This unit is about conducting demonstration of work skills on-the-job or in a simulated work environment.
Scope	This unit/ task covers the following: • Identify audience for demonstration • Prepare for the demonstration • Conduct demonstration • Undertake post demonstration activities

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Identify audience for demonstration	To be competent, the user/ individual must be able to: PC1. identify characteristics of audience to customize demonstration as per their needs PC2. confirm numbers and, if possible, names of individuals to ensure that all are present PC3. identify purpose of the demonstration Purpose: To training the audience, to generate awareness, to demonstrate competence, etc. PC4. identify time allowed for demonstration PC5. identify location and facilities where demonstration will take place
Prepare for the demonstration	To be competent, the user/ individual must be able to: PC6. identify topic/s for demonstration PC7. research topic/s and clarify doubts with subject matter expert PC8. develop order or sequence of demonstration, for overall coverage of topic/s as well as coverage of each task within the topic to ensure ease of understanding for audience and efficient use of resources PC9. rehearse the demonstration without the audience and identify areas that need specific attention PC10. confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration
Conduct demonstration	To be competent, the user/ individual must be able to: PC11. conduct a site and safety briefing PC12. conduct a group introduction session for names and stories of participants PC13. clarify the planning of sessions for the audience PC14. clarify each activity with respect to purpose, precautions and procedure before performing it PC15. conduct the demonstration while adapting to audience needs and ensuring that the purpose of the demonstration is being achieved PC16. ensure that all audience members can see the demonstration and hear the instructions and explanations clearly PC17. perform all the steps of the demonstration skilfully and in proper sequence

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

	PC18. ensure that the demonstration is accurate and realistic
	PC19. conduct review and summarization of activities as required
	PC20. work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines
Undertake post demonstration activities	To be competent, the user/ individual must be able to:
	PC21. collect feed-back information and address any issues identified
	PC22. use feed-back in future demonstration planning
	PC23. secure equipment and tools in safe places and leave them in good condition in accordance with procedures
	PC24. complete demonstration records accurately and submit or process and in the required timeframes
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to know and understand:
	KB1. organizational record-management systems and reporting requirements
	KA1. Health Safety and Environment issues relating to delivery of competency based training
	KA2. Work area inspection procedures and practices
	KA3. Waste and dangerous materials disposal procedures and practices
	KA4. Procedures for the recording, reporting and maintenance of workplace equipment
B. Technical Knowledge	The individual on the job needs to know and understand:
	KB2. state some common purposes for which demonstration is done
	Propose of demonstrations: to training the audience, to generate awareness, to sell a product or service, to prove own competence, etc.
	KB3. describe key characteristics of effective demonstrations
	Characteristics of effective demonstrations: Purposefulness, Clarity, Completeness, Speed and duration optimization, Correct sequencing, freedom for errors, cost optimization
	KB4. audience characteristics for which the demonstration is to be adapted
	KB5. importance of knowing the audience and purpose of demonstration, before starting
	KB6. sources for information about audience, time, location, purpose and topic/s for demonstration
	KB7. importance planning how to conduct the demonstration and rehearsing it before the actual demonstration
	KB8. how to order or sequence a demonstration such that it ensures ease of understanding for audience and efficient use of resources
	KB9. importance of confirming that all materials, tools and equipment is present and in working order, including safety equipment for the demonstration
	KB10. how to conduct a site and safety briefing and why is it important
	KB11. importance of briefing the audience on each activity with respect to its purpose, precautions and procedure before demonstration
	KB12. when is reviewing and revising of activities required after the demonstration
	KB13. need for working safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines
	KB14. feed-back to be collected that will benefit future demonstration planning

	KB15. secure equipment and tools in safe places in accordance with procedures
	KB16. importance of ensuring safety, hygiene, tidiness before, during and after the sessions
	KB17. demonstration records and the process of submitting the same
	KB18. importance of completing demonstration records accurately and processing within required timeframes

Skills (S)		
A. Core Skills/ Generic Skills	**Writing Skills**	
	The user/ individual on the job needs to know and understand how to:	
	SA1. complete demonstration related documentation in simple word on pre-set formats	
	Reading Skills	
	The user/ individual on the job needs to know and understand how to:	
	SA2. Read feedback in local language or simple English	
	Oral Communication (Listening and Speaking skills)	
	The user/ individual on the job needs to know and understand how to:	
	SA3. Provide clear explanation of safety procedures, demonstration related steps and site briefing	
	SA4. Provide answer to queries w.r.t to the demonstration	
B. Professional Skills	**Decision Making**	
	The user/individual on the job needs to know and understand how to:	
	SB9. handle disruptions during demonstration in a solution seeking and calm manner	
	SB10. identify audience and environment related concerns are to be dealt on their own and which have to be reported and handled in consultation with seniors	
	Plan and Organize	
	The user/individual on the job needs to know and understand how to:	
	SB11. deliver demonstration smoothly, on time while meeting the session objectives	
	SB12. ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed	
	Customer Centricity	
	The user/individual on the job needs to know and understand how to:	
	SB13. identify and meet client needs w.r.t demonstration	
	Problem Solving	
	The user/individual on the job needs to know and understand how to:	
	SB14. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols	
	Analytical Thinking	
	The user/ individual on the job needs to know and understand how to:	

	SB15. how to improve work process
	Critical Thinking
	The user/ individual on the job needs to know and understand how to:
	SB16. how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

NOS Version Control

NOS Code	MEP/N2610		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	21/06/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	21/06/2018
Occupation	Training Delivery	Next review date	21/06/2022

National Occupational Standard

Overview

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

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

National Occupational Standard

Unit Code	MEP/N2603
Unit Title (Task)	Facilitate learning of work skills on-the-job or in a simulated work environment
Description	This unit deals in detail facilitation of learning of work skills on-the-job or in a simulated work environment
Scope	This unit/ task covers the following: • Organise for training of work skills on-the-job or in a simulated environment • Impart training of work skills on-the-job or in a simulated environment • Monitor and evaluate performance on-the job or in a simulated work environment • Carry out post-training activities

Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
Organise for training of work skills on-the-job or in a simulated environment	To be competent, the user/ individual on the job must be able to: PC1. access, read and interpret the training documentation to determine acceptable standards of knowledge and performance required from the learners as per the curriculum PC2. obtain information of batch size, no. of batches and schedule of training from authorised sources and documentation PC3. estimate equipment, materials and physical and information resources required to carry out demonstration and practice of work skills to be learnt PC4. organise for necessary and adequate equipment, materials and physical and information resources required with the support management and other support functions PC5. check and ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner PC6. notify learners of details regarding the implementation of the learning program and/or delivery plan PC7. check and confirm a safe learning environment
Impart training of work skills on-the-job or in a simulated environment	To be competent, the user/ individual on the job must be able to: PC8. share with the learners clearly, the acceptable standards of knowledge and performance required from them at the end of the session PC9. brief the learners on workplace health and safety requirements and the consequences of not adhering to the same PC10. ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills PC11. explain each step in the task or procedure required to be learnt to all learners and clarify their queries with respect to the same PC12. demonstrate each step in the task or procedure required to be learnt to all learner at a pace and manner that is easy for learners to follow PC13. explain unfamiliar terms and jargons as and when it is used in words that the learners can understand easily

	PC14. state the precautions to be taken while performing the various steps
	PC15. provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible
	PC16. ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards
	PC17. follow the learning program and/or delivery plan to cover all learning objectives
Monitor and evaluate performance on-the job or in a simulated work environment	To be competent, the user/ individual on the job must be able to:
	PC18. identify performance indicators that show achievement of performance standard or not
	PC19. identify processes and measures to be incorporated to observe performance indicators of the learners while they work on the job or in a simulated work environment
	PC20. observe the performance of the learner against the identified performance indicators and evaluate if required performance standard has been achieved or not
	PC21. identify areas of improvement in the performance of each learner
	PC22. record and share feedback on learner performance with management as well as the learner to support learning
	PC23. complete learner records accurately and submit or process and in the required timeframes
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to know and understand:

	KA1. Training Organisation's system policies and procedures such as:
	     a. candidate selection
	     b. rationale and purpose of competency-based assessment
	     c. costs/resourcing

	KA2. organizational record-management systems and reporting requirements
	KA3. Health Safety and Environment (HSE) issues relating to delivery of competency-based training
	KA4. work area inspection procedures and practices
	KA5. waste and dangerous materials disposal procedures and practices
	KA6. procedures for the recording, reporting and maintenance of workplace equipment
B. Technical Knowledge	The individual on the job needs to know and understand:
	KB1. which types of learning are best achieved and supported through demonstrations
	KB2. training documentation to determine acceptable standards of knowledge and performance required from the learners
	KB3. how to structure demonstrations and practice sessions
	KB4. which factors are likely to prevent learning during demonstration and practice sessions and how to overcome them

KB1.   factors that affect learning such as:
   a. physical e.g. temperature, health, personal concerns
   b. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental

KB2.   techniques to create and maintain a positive learning environment such as:
   a. encouraging learner participation
   b. using interactive learning approaches to transfer skills and knowledge to learners
   c. using the diversity of the group as a resource to support learning
   d. using facilitation skills to ensure effective participation and group management
   e. using presentation skills to convey understanding of key concepts and central ideas
   f. being aware of non-verbal and verbal communication of participants
   g. using learning resources to enhance the learning experience for all learners
   h. delivering at appropriate pace
   i. ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences
   j. summarising key concepts and ideas at strategic points to facilitate learner understanding
   k. monitoring learner progress with tasks and learning activities based on session plan.
   l. measuring the achievement of learning outcomes by formative assessment

KB5.   the sources and availability of relevant equipment, materials and physical and learning resources and learning materials

KB6.   various best practices for effectively facilitating learning of work skills on-the-job or in a simulated work environment

KB7.   key workplace health and safety (WHS) issues in the learning environment, including:
   • roles and responsibilities of key personnel
   • responsibilities of learners
   • relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
   • risk controls for the specific learning environment
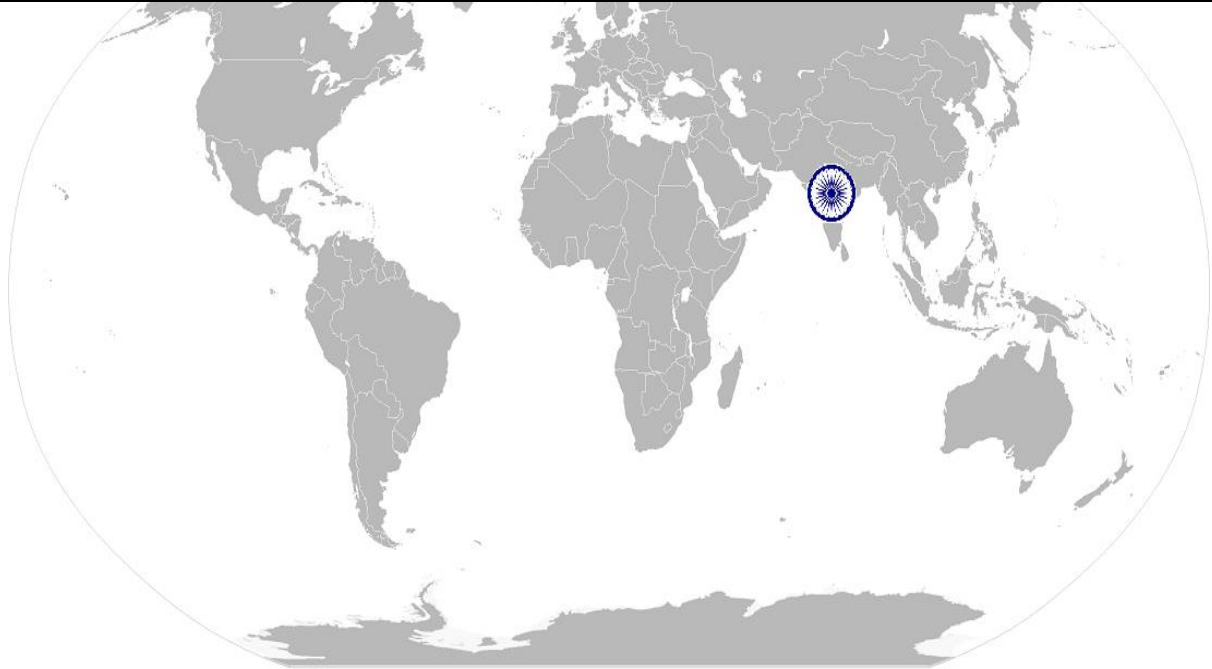   • how to maintain the work area by ensuring safety and security

	- how to handle hazardous materials, tools and equipment - emergency procedures to be followed such as fire accidents, etc. - long term value of good posture and use of appropriate handling equipment
Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to: SA1. use white board/flipcharts to explain key points in a language/symbols understandable to learners SA2. make minor corrections/updates on presentation slides, handouts, etc
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA3. read presentation slides and trainer's guides and participant handbook
	Oral Communication (Listening and Speaking skills)
	The user/ individual on the job needs to know and understand how to: SA4. explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners SA5. use effective listening and probing /questioning skills to understand learners and their queries SA6. provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct SA7. work effectively as a team member to cultivate collaborative and participative work relationships SA8. use assertive communication techniques and participative discussion techniques to handle group discussions SA9. use collaborative methods to handle conflict without losing calm
B. Professional Skills	**Decision Making**
	The user/individual on the job needs to know and understand how to: SB1. handle disruptions during trainings in a solution seeking and calm manner SB2. identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB3. deliver training program smoothly, on time while meeting the session objectives SB4. ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB5. identify and meet client and student needs

	Problem Solving
	The user/individual on the job needs to know and understand how to: SB6. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB7. breakdown relevant work process into its constituent activities for ease of analysis
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB8. spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs SB9. spot potential hazards at the workplace or simulated work place

NOS Version Control

NOS Code	MEP/N2603		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Training Delivery	Next review date	21/06/2022

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National Occupational Standard

Overview

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

Unit Code	MEP/N2604
Unit Title (Task)	Undertake assessment of competence as per required standards
Description	This unit deals in detail with the assessment of competence as per required standards.
Scope	This unit/ task covers the following: • Prepare for undertaking assessment of competence as per standards • Conduct assessment of competence

Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
Prepare for undertaking assessment of competence as per standards	To be competent, the user/ individual must be able to: PC1. schedule the assessments in between the training schedule as per requirement of the training plan PC2. access and interpret units of competency that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected PC3. ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates PC4. ensure a safe and secure environment for the assessment to take place PC5. explain to the learner the purpose of the formative assessment and what they will be assessed on before conducting the assessment
Conduct assessment of competence	To be competent, the user/ individual must be able to: PC6. use assessment tools for various purposes Various purposes: evaluate level of competence; evaluate learning retention; monitor learner progress against program and session objectives; identify learner learning needs against required curriculum; provide feedback to learners on progress; create development plan for further learning; assess learning styles; assess learner soft skills PC7. gather evidence of performance applying the principles of assessment and rules of evidence PC8. evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence PC9. use judgement to infer whether competence has been demonstrated, based on the available evidence and in line with agreed assessment procedures and plan PC10. record assessment decision whether competency mentioned in assessment criteria has been achieved PC11. identify level of competence achieved as per assessment criteria as well as learning gaps PC12. provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required PC13. prepare development plan for the learner to cover the learning gaps as identified in the assessment

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MEP/N2604   Undertake assessment of competence as per required standards

Document assessment results and verify and submit evidences	To be competent, the user/ individual on the job must be able to:
	PC14. complete learner assessment records accurately and submit or process as required in the required timeframes
	PC15. use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.
	PC16. check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences
	PC17. document the results on paper templates as well as online forms and templates as prescribed accurately
	PC18. complete candidate records accurately and process in the required time frame
	PC19. secure, label and pack the evidences accurately as per standard procedures adopted by training organisation

Document and verify assessment results and evidences

A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to understand:
	KA1. Training Organisation's system policies and procedures such as:
	a. candidate selection
	b. rationale and purpose of competency based assessment
	c. costs/resourcing
	KA2. organizational record-management systems and reporting requirements
	KA3. Health Safety and Environment (HSE) issues relating to delivery of competency based training
	KA4. work area inspection procedures and practices
	KA5. waste and dangerous materials disposal procedures and practices
	KA6. procedures for the recording, reporting and maintenance of workplace equipment

B. Technical Knowledge	The individual on the job needs to know and understand:
	KB1. purpose of formative assessment and when is undertaken
	KB2. how competency based assessment differs from other types of assessment
	KB3. competency standards as the basis of qualifications
	KB4. structure and application of competency standards
	KB5. the principles of assessment and how they are applied
	KB6. the distinction between assessment tools and assessment instruments
	KB7. the rules of evidence and how they are applied
	KB8. the range of assessment purposes and assessment contexts, including RPL
	KB9. different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs
	KB10. how to apply assessment tools (in a formative assessment context) such as:
	• the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods
	• instruments to be used for gathering evidence, such as:
	▪ profile of acceptable performance measures
	▪ templates and proformas

MEP/N2604   Undertake assessment of competence as per required standards

	• specific questions or activities • evidence and observation checklists • checklists for evaluating work samples • candidate self-assessment materials • procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions. KB11. reasonable adjustments and when they are applicable KB12. types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment KB13. how to develop development plan for learner based on formative assessment results
Skills (S)	
C. Core Skills/ Generic Skills	**Writing Skills** The user/ individual on the job needs to know and understand how to: SA1. use white board/flipcharts to explain key points in a language/symbols understandable to learners SA2. make minor corrections/updates on presentation slides, handouts, etc SA3. write emails to interact with design team, seniors and other stakeholders **Reading Skills** The user/ individual on the job needs to know and understand how to: SA4. read presentation slides and trainer's guides and participant handbook **Oral Communication (Listening and Speaking skills)** The user/ individual on the job needs to know and understand how to: SA5. explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners SA6. use effective listening and probing /questioning skills to understand learners and their queries SA7. provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct SA8. work effectively as a team member to cultivate collaborative and participative work relationships SA9. use assertive communication techniques and participative discussion techniques to handle group discussions SA10. use collaborative methods to handle conflict without losing calm
D. Professional Skills	**Decision Making** The user/individual on the job needs to know and understand how to: SB1. handle disruptions during trainings in a solution seeking and calm manner SB2. identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors **Plan and Organize**

MEP/N2604   Undertake assessment of competence as per required standards

	The user/individual on the job needs to know and understand how to: SB3. deliver training program smoothly, on time while meeting the session objectives SB4. ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB5. identify and meet client and student needs
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB6. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB7. how to improve work process
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB8. how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs SB9. how to spot potential hazards at the workplace or simulated work place

NOS Version Control

NOS Code	MEP/N2604		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Training Delivery	Next review date	21/06/2022

National Occupational Standard

Overview

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

National Occupational Standard

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

Unit Code	MEP/N9911
Unit Title (Task)	Apply health and safety practices applicable in a training and assessment environment
Description	This unit deals in detail with application of health and safety practices in a training and assessment environment.
Scope	This unit/ task covers the following: • Apply relevant health and safety practices in a training / assessment environment • Maintain a safe environment • Maintain a healthy and hygienic environment • Deal with emergency situations

Performance Criteria(PC) w.r.t. the Scope

Element	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

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

	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 (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to know and understand:
	KA1. training organisation's system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing
	KA2. organizational record-management systems and reporting requirements
	KA3. health Safety and Environment issues relating to delivery of competency based training
	KA4. work area inspection procedures and practices
	KA5. waste and dangerous materials disposal procedures and practices
	KA6. procedures for the recording, reporting and maintenance of workplace equipment
B. Technical Knowledge	The individual on the job needs to know and understand:
	KB1. 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
	KB2. relevant Occupational Health and Safety (OHS) regulations
	KB3. relevant statutory legislation
	KB4. relevant enterprise/site safety procedures
	KB5. enterprise /site emergency procedures and techniques
	KB6. environmental legislation
	KB7. how to provide Health and Safety instructions to others

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

	KB8.	relevant enterprise/site safety procedures including identification of hazards and controlling of risks
Skills (S)		
A. Core Skills/ Generic Skills	**Writing Skills**	
	The individual on the job needs to know and understand how to: SA1. write Health and safety compliance report	
	Reading Skills	
	The individual on the job needs to know and understand how to: SA2. interpret general health and safety guidelines	
	Oral Communication (Listening and Speaking skills)	
	The individual on the job needs to know and understand how to: SA3. communicate general health and safety guidelines to learners	
B. Professional Skills	**Decision Making**	
	The individual on the job needs to know and understand how to: SB1. act in case of any potential hazards observed in the work place	
	Plan and Organize	
	NA	
	Customer Centricity	
	The individual on the job needs to know and understand how to: SB2. take adequate measures to ensure the safety of students and visitors to training venue SB3. provide assistance with the general care and wellbeing of learners	
	Problem Solving	
	NA	
	Analytical Thinking	
	The individual on the job needs to know and understand how to: SB4. analyse what could constitute a health and safety Risk or Hazard	
	Critical Thinking	
	The individual on the job needs to know and understand how to: SB5. recognise emergency and potential emergency situations SB6. identify what should or should not be done to protect from a health and safety risk or hazard	

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

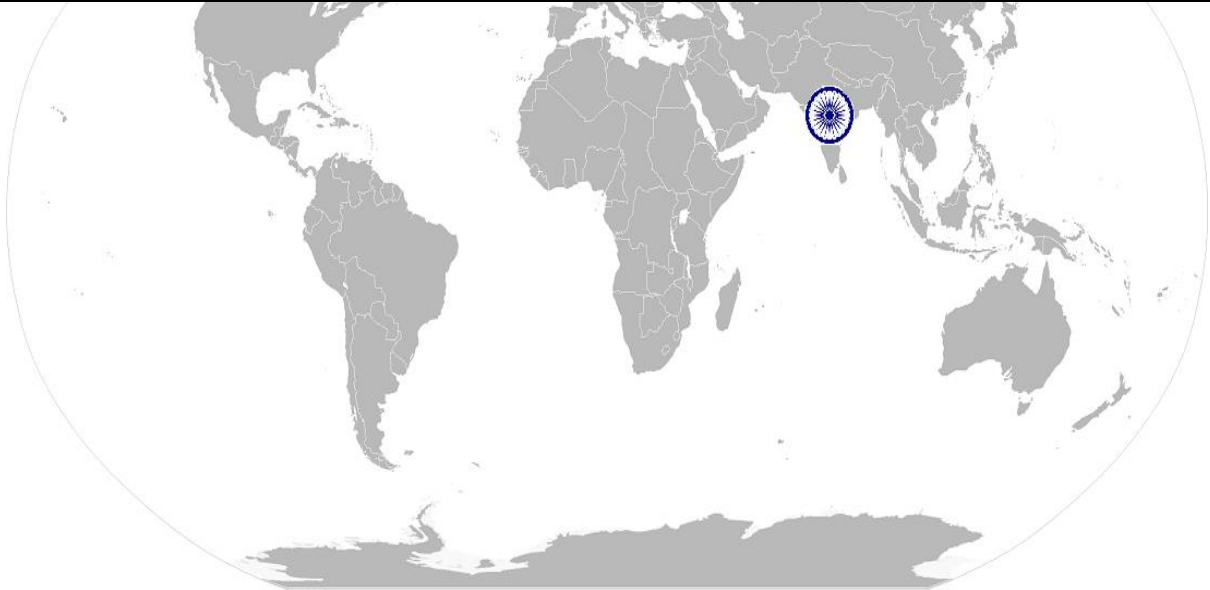# NOS Version Control

NOS Code	MEP/N9911		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Training, Assessment, Training support	Next review date	08/03/2022

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

National Occupational Standard

Overview

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

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

National Occupational Standard

Unit Code	MEP/N9912
Unit Title (Task)	**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.
Scope	This unit/ task covers the following: • Maintain a professional image and behaviour • Maintain and enhance professional competence • Work in a disciplined and ethical manner • Work effectively with all stakeholders

Performance Criteria(PC) w.r.t. the Scope	
Element	**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

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

	PC18. recognise potential ethical issues in the workplace and discuss with an appropriate person
	PC19. recognise unethical conduct and report to an appropriate person
	PC20. operate within an agreed ethical code of practice
	PC21. apply organisational guidelines and legal requirements on disclosure and confidentiality
Work effectively with all stakeholders	To be competent, the user/individual on the job must be able to:
	PC22. identify and obtain clarity regarding organisational, team and own goals
	PC23. prioritise tasks at work as per organisational, team and own goals
	PC24. plan to meet team performance targets and standards
	PC25. monitor own and team performance as per agreed plan
	PC26. share all relevant information with stakeholders in agreed formats and as per agreed timelines
	PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes
	PC28. recognise, avoid and/or address any conflict of interest
	PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
	PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy
	Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour

Knowledge and Understanding (K)

A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to know and understand:
	KA1. organisation's HR systems, policies and procedures
	KA2. organizational hierarchy and escalation matrix
	KA3. organisational health safety and environment
	KA4. work area inspection procedures and practices
B. Technical Knowledge	The individual on the job needs to know and understand:
	KB1. importance of displaying professional appearance behaviour at all times
	KB2. importance of developing personal and professional goals and objectives
	KB3. importance of identifying strengths and weaknesses in relation to goals and objectives
	KB4. how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives
	KB5. how to determine personal development needs
	KB6. importance of continuous learning and developing professional development plan
	KB7. development opportunities to support continuous learning and maintain currency of professional practice

	KB8. developments and trends impacting on professional practice
	KB9. importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance
	KB10. perform tasks to the required workplace standard
	KB11. importance of discipline and ethics in a professional workplace
	KB12. importance of recognising unethical conduct and reporting to appropriate authority
	KB13. guidelines and legal requirements on disclosure and confidentiality
	KB14. importance of collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes
	KB15. how to recognise, avoid and/or address any conflict of interest
	KB16. types of inappropriate behaviours at the workplace and how to recognize them Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour
	KB17. how to respond to inappropriate behaviour towards self and others in a professional manner
Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The individual on the job needs to know and understand how to: SA1. prepare a personal development plan
	Reading Skills
	The individual on the job needs to know and understand how to: SA2. read organisational guidelines and legal requirements SA3. search and study from various information sources in order to learn about latest updates for self-development SA4. read and interpret feedback received from peers
	Oral Communication (Listening and Speaking skills)
	The individual on the job needs to know and understand how to: SA5. receive feedback from clients or concerned stake holders SA6. communicate development plan with superiors
B. Professional Skills	**Decision Making**
	The individual on the job needs to know and understand how to: SB1. contain inappropriate behaviour such as violent or inappropriate language SB2. take appropriate actions in case of conflicts
	Plan and Organize

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

The individual on the job needs to know and understand how to:
- SB3.   plan to meet own and team performance targets and standards
- SB4.   describe own role in achieving the goal
- SB5.   describe others role in achieving the goal
- SB6.   list activities, milestones and timelines
- SB7.   identify the support and resources needed to help work towards the goal.
- SB8.   plan and organise a personal development plan for self

Customer Centricity

The individual on the job needs to know and understand how to:
- SB9.   provide quality services to all clients
- SB10.   display professional appearance and behaviours to all internal and external clients

Problem Solving

The individual on the job needs to know and understand how to:
- SB11.   use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours

Analytical Thinking

The individual on the job needs to know and understand how to:
- SB12.   recognise, avoid and/or address any conflict of interest

Critical Thinking

The individual on the job needs to know and understand how to:
- SB13.   identify own strengths and weaknesses with respect achieving performance standards on the job
- SB14.   identify inappropriate behaviour and how to deal with it

NOS Version Control

NOS Code	MEP/N9912		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Training, Assessment, Training Support	Next review date	08/03/2022
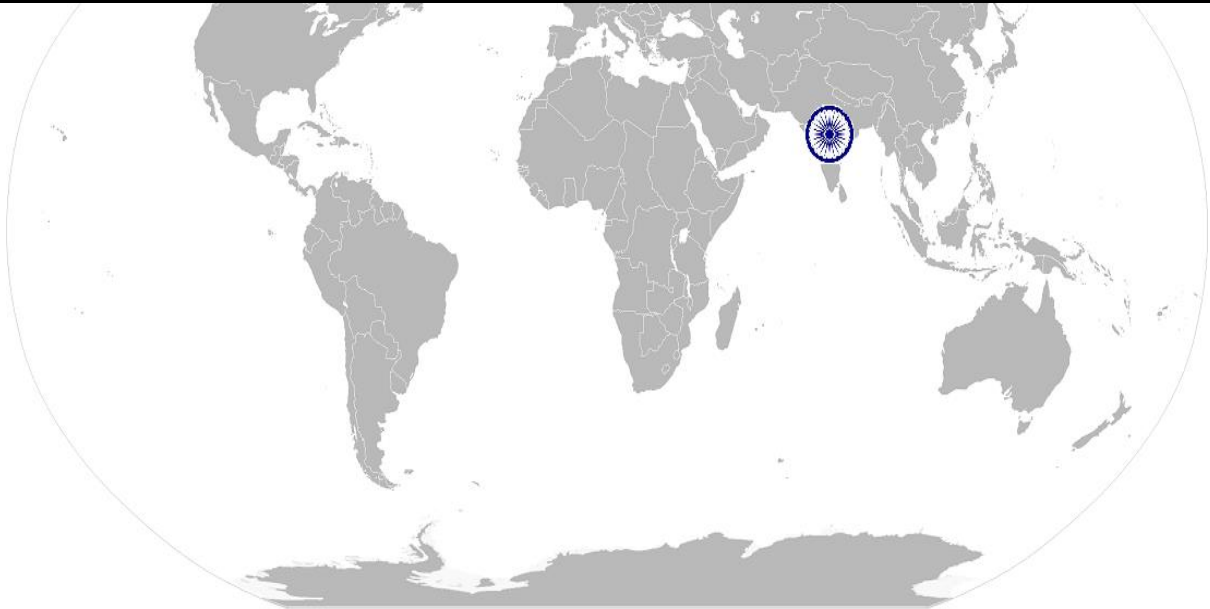
Annexure

Nomenclature for QP and NOS

Qualifications Pack

9 characters
[ABC]/ Q 0101

[Insert 3 letter code for SSC]

QP number (2 numbers)

Q denoting Qualifications Pack

Occupation (2 numbers)
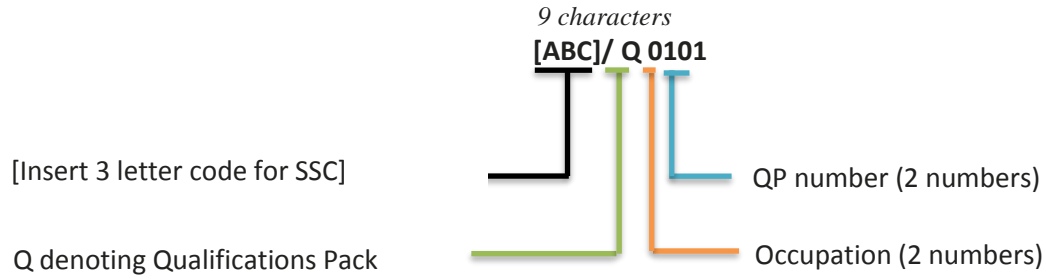
Occupational Standard

An example of NOS with 'N'

9 characters
[ABC] /N0101

[Insert 3 letter code for SSC]

OS number (2 numbers)

N denoting National Occupational Standard

Occupation (2 numbers)
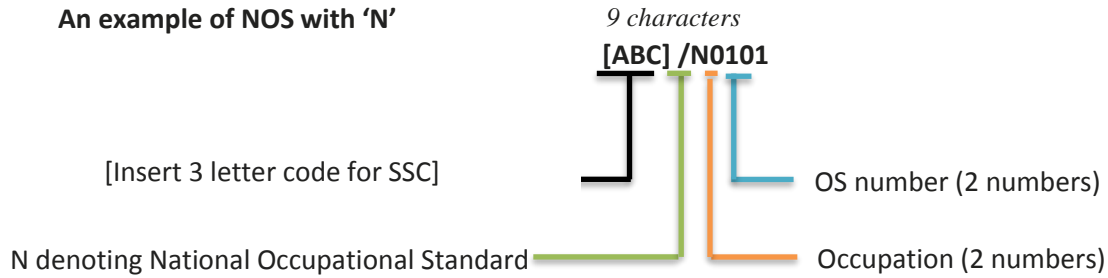
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The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
Training & Assessment	26-40
Office Management & Professional Skills	02-25
Entrepreneurship	51-70
Non-Teaching Segment - Education Sector	41-50
Private Security	71-80

Sequence	Description	Example
Three letters	Industry Name	MEP
Slash	/	/
Next letter	Whether **Q**P or **N**OS	Q
Next two numbers	Occupation code	01
Next two numbers	OS number	01

Criteria For Assessment Of Trainees

Job Role: Trainer

Qualification Pack: MEP/Q2601

Sector Skill Council: Management & Entrepreneurship and Professional Skills Council

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS Total Marks: 700		Marks Allocation			
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N2601 Plan and organize for facilitation of a training program	PC1.access, read, and interpret the training documentation to determine delivery requirements from authorised source	100	7	3	4
	PC2.provide recommendation for selection of candidates for training as per the learning objectives of the program		7	3	4
	PC3.obtain details of the learners from authorised sources		5	2	3
	PC4.use available information and documentation to identify group and individual learner needs, and relevant learner characteristics		7	3	4
	PC5.identify training environment requirements like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc.		6	2	4
	PC6.identify constraints impacting training delivery and relevant risks		6	2	4
	PC7.refine existing learning objectives according to program requirements and specific needs of individual learners		7	3	4

	PC8.modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc.		6	2	4
	PC9.document session plans for each segment of the learning program in prescribed and/or standard templates		6	3	3
	PC10.contextualise learning materials to meet the needs of the specific learner group		6	3	3
	PC11.ensure availability of adequate training materials, facility, technology, tools and equipment in time for delivery of learning sessions		5	2	3
	PC12.organise training materials and equipment for easy access and use when required during the course of the training		7	3	4
	PC13.ensure the venue of training is conducive to learning and in line with professional guidelines including those mentioned in the training documentation		7	3	4
	PC14.ensure timely availability of support services as per requirement by coordinating with training coordinator		6	2	4
	PC15.ensure training area is risk free and equipped with necessary health and safety resources like fire extinguishers, safety signage, clean toilets, dry flooring, security arrangements, etc.		6	2	4
	PC16.confirm overall delivery arrangements with relevant personnel prior to delivery commencement		6	2	4
		Total	**100**	**40**	**60**
MEP/N2602 Deliver competency based, instructor-led training sessions as per session plan	PC1.conduct each session according to the session plan, modify where appropriate to meet learner needs	**100**	7	3	4
	PC2.explain the objectives of the training session and how it would benefit the trainees.		6	3	3
	PC3.gather learners' expectations and modify the session plan to incorporate the valid ones in the delivery which were not covered		5	2	3
	PC4.deliver training using a range of training methods and training processes as instructed in trainer's guide		6	2	4
	PC5.ensure effective participation and group management by using basic facilitation techniques		5	2	3
	PC6.apply learning principles to make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs		7	3	4
	PC7.create and maintain a positive learning environment		6	3	3
	PC8.be polite and courteous with all learners at all times		4	2	2
	PC9.manage inappropriate behaviour professionally as per established organisational policy		6	2	4

	PC10.take measures to ensure that learning can take place in a safe and comfortable environment		6	2	4
	PC11.monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met		5	2	3
	PC12.share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus		5	2	3
	PC13.make adjustments to the delivery sessions to reflect specific needs and circumstances		6	2	4
	PC14.provide additional assistance to individual learners as required to achieve session outcomes		6	2	4
	PC15.maintain and store learner records according to organisational requirements		5	2	3
	PC16.securing equipment and tools in safe places in accordance with procedures		5	2	3
	PC17.ensure that training equipment and tools are used and left in good condition		5	2	3
	PC18.complete learner records accurately and in the required timeframes		5	2	3
		Total	**100**	**40**	**60**
MEP/N2610 Demonstrate work skills on-the-job or in a simulated work environment	PC1.identify characteristics of audience to customize demonstration as per their needs		5	2	3
	PC2.confirm numbers and, if possible, names of individuals to ensure that all are present		3	1	2
	PC3.identify purpose of the demonstration		3	1	2
	PC4.identify time allowed for demonstration		3	1	2
	PC5.identify location and facilities where demonstration will take place		3	1	2
	PC6.identify topic/s for demonstration		3	1	2
	PC7.research topic/s and clarify doubts with subject matter expert		5	2	3
	PC8.develop order or sequence of demonstration, for overall coverage of topic/s as well as coverage of each task within the topic to ensure ease of understanding for audience and efficient use of resources	**100**	6	2	4
	PC9.rehearse the demonstration without the audience and identify areas that need specific attention		5	2	3
	PC10.confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration		5	2	3
	PC11.conduct a site and safety briefing		5	2	3
	PC12.conduct a group introduction session for names and stories of participants		5	2	3
	PC13.clarify the planning of sessions for the audience		5	2	3
	PC14.clarify each activity with respect to purpose, precautions and procedure before performing it		5	2	3

	PC15.conduct the demonstration while adapting to audience needs and ensuring that the purpose of the demonstration is being achieved		5	2	3
	PC16.ensure that all audience members can see the demonstration and hear the instructions and explanations clearly		5	2	3
	PC17.perform all the steps of the demonstration skillfully and in proper sequence		4	1	3
	PC18.ensure that the demonstration is accurate and realistic		4	1	3
	PC19.conduct review and summarization of activities as required		4	1	3
	PC20.work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines		4	2	2
	PC21.collect feed-back information and address any issues identified		4	1	3
	PC22.use feed-back in future demonstration planning		3	1	2
	PC23.secure equipment and tools in safe places and leave them in good condition in accordance with procedures		3	1	2
	PC24.complete demonstration records accurately and submit or process and in the required timeframes		3	1	2
		Total	**100**	**36**	**64**
MEP/N2603 Facilitate transfer of work skills on-the-job or in a simulated work environment	PC1.access, read and interpret the training documentation to determine acceptable standards of knowledge and performance required from the learners as per the curriculum		5	2	3
	PC2.obtain information of batch size, no. of batches and schedule of training from authorised sources and documentation		4	2	2
	PC3.estimate equipment, materials and physical and information resources required to carry out demonstration and practice of work skills to be learnt		4	2	2
	PC4.organise for necessary and adequate equipment, materials and physical and information resources required with the support management and other support functions	**100**	4	2	2
	PC5.check and ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner		4	2	2
	PC6.notify learners of details regarding the implementation of the learning program and/or delivery plan		4	2	2
	PC7.check and confirm a safe learning environment		4	1	3
	PC8.share with the learners clearly, the acceptable standards of knowledge and performance required from them at the end of the session		4	2	2

	PC9.brief the learners on workplace health and safety requirements and the consequences of not adhering to the same		4	2	2
	PC10.ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills		4	1	3
	PC11.explain each step in the task or procedure required to be learnt to all learners and clarify their queries with respect to the same		4	2	2
	PC12.demonstrate each step in the task or procedure required to be learnt to all learner at a pace and manner that is easy for learners to follow		4	2	2
	PC13.explain unfamiliar terms and jargons as and when it is used in words that the learners can understand easily		5	2	3
	PC14.state the precautions to be taken while performing the various steps		5	2	3
	PC15.provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible		5	2	3
	PC16.ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards		5	2	3
	PC17.follow the learning program and/or delivery plan to cover all learning objectives		5	2	3
	PC18.identify performance indicators that show achievement of performance standard or not		5	2	3
	PC19.identify processes and measures to be incorporated to observe performance indicators of the learners while they work on the job or in a simulated work environment		5	2	3
	PC20.observe the performance of the learner against the identified performance indicators and evaluate if required performance standard has been achieved or not		4	1	3
	PC21.dentify areas of improvement in the performance of each learner		4	1	3
	PC22.record and share feedback on learner performance with management as well as the learner to support learning		4	1	3
	PC23.complete learner records accurately and submit or process and in the required timeframes		4	1	3
		Total	**100**	**40**	**60**
MEP/N2604 Conduct	PC1.schedule the assessments in between the training schedule as per requirement of the training plan	**100**	5	2	3

assessment of competence as per required standards	PC2.access and interpret units of competency and performance criteria that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected	5	2	3
	PC3.ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates	5	2	3
	PC4.ensure a safe and secure environment for the assessment to take place	5	2	3
	PC5.explain to the learner the purpose of the formative assessment and what they will be assessed on before conducting the assessment	5	2	3
	PC6.use assessment tools for various purposes	6	2	4
	PC7.gather evidence of performance applying the principles of assessment and rules of evidence	6	2	4
	PC8.evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence	6	2	4
	PC9.use judgement to infer whether competence has been demonstrated, based on the available evidence and in line with agreed assessment procedures and plan	6	2	4
	PC10.record assessment decision whether competency mentioned in assessment criteria has been achieved	5	2	3
	PC11.identify level of competence achieved as per assessment criteria as well as learning gaps	6	2	4
	PC12.provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required	5	2	3
	PC13.prepare development plan for the learner to cover the learning gaps as identified in the assessment	5	2	3
	PC14.complete learner assessment records accurately and submit or process as required in the required timeframes	5	2	3
	PC15.use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.	5	2	3
	PC16.check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences	5	2	3
	PC17.document the results on paper templates as well as online forms and templates as prescribed accurately	5	2	3
	PC18.complete candidate records accurately and process in the required time frame	5	2	3
	PC19.secure, label and pack the evidences accurately as per standard procedures adopted by training organisation	5	2	3
	Total	**100**	**38**	**62**

MEP/N9911 Apply health and safety practices applicable in a training and assessment environment	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		6	3	3
	PC2.identify, control and report health and safety issues relating to immediate work environment according to procedures		6	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		5	1	4
	PC4.document safety records according to organisational policies		5	2	3
	PC5.recognise health and safety related hazards in the training and assessment area		5	1	4
	PC6.follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies		6	2	4
	PC7.document and report all hazards, accidents and near-miss incidents as per set process		6	2	4
	PC8.provide guidance and support to learners on the safe use and care of equipment and resources		5	2	3
	PC9.conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines	100	5	1	4
	PC10.take appropriate steps, if required, to maintain personal safety of self and others		5	2	3
	PC11.maintain the training and assessment area in a clean and tidy condition		5	1	4
	PC12.respond appropriately to learners who require assistance with personal care or hygiene		5	1	4
	PC13.ensure all learners or candidates follow personal hygiene and grooming standards as required		5	1	4
	PC14.provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses		6	2	4
	PC15.assist learners in need of minor first aid in accordance with school or centre procedures		5	1	4
	PC16.recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility		5	2	3
	PC17.follow emergency procedures correctly in accordance with school/centre procedures		5	1	4
	PC18.seek assistance promptly from colleagues and/or other authorities where appropriate		5	1	4
	PC19.report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms		5	2	3

		Total	100	30	70
MEP/N9912 Apply principles of professional practice at the workplace	PC1.display appropriate professional appearance for the workplace		3	1	2
	PC2.interact with team members, clients, vendors, visitors and other stakeholders in a professional manner		3	1	2
	PC3.develop personal and professional goals and objectives		3	1	2
	PC4.identify strengths and weaknesses in relation to goals and objectives		3	1	2
	PC5.evaluate own capacity to meet goals and objectives		3	1	2
	PC6.determine personal development needs to perform role as per desired standards		3	1	2
	PC7.develop a professional development plan to enhance professional capabilities		4	1	3
	PC8.document a professional practice plan designed to support the achievement of goals		3	1	2
	PC9.select and implement development opportunities to support continuous learning and maintain currency of professional practice		3	1	2
	PC10.research developments and trends impacting on professional practice and integrate information into work performance		3	1	2
	PC11.invite peers and others to observe, and provide feedback, on own performance and practices		3	1	2
	PC12.use feedback from colleagues and clients to identify and introduce, improvements in work performance	100	3	1	2
	PC13.perform tasks to the required workplace standard		5	2	3
	PC14.complete duties accurately, systematically and within required timeframes		3	1	2
	PC15.follow organisational policies		3	1	2
	PC16.protect the rights of the client and organisation when delivering services		4	1	3
	PC17.ensure services are delivered equally to all clients regardless of personal and cultural beliefs		3	1	2
	PC18.recognise potential ethical issues in the workplace and discuss with an appropriate person		4	2	2
	PC19.recognise unethical conduct and report to an appropriate person		3	1	2
	PC20.operate within an agreed ethical code of practice		4	2	2
	PC21.apply organisational guidelines and legal requirements on disclosure and confidentiality		3	1	2
	PC22.identify and obtain clarity regarding organisational, team and own goals		3	1	2
	PC23.prioritise tasks at work as per organisational, team and own goals		5	2	3
	PC24.plan to meet team performance targets and standards		4	2	2

	PC25.monitor own and team performance as per agreed plan	3	1	2
	PC26.share all relevant information with stakeholders in agreed formats and as per agreed timelines	3	1	2
	PC27.work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes	4	2	2
	PC28.recognise, avoid and/or address any conflict of interest	3	1	2
	PC29.use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours	3	1	2
	PC30.recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy	3	1	2
	Total	**100**	**36**	**64**