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

Contact Us:
Management & Entrepreneurship and Professional Skills Council (MEPSC) 14 Management House, Institutional, Area, Lodhi Road, New Delhi-110003
E-mail: info@mepsc.in

Contents

Introduction

Qualifications Pack- Lead Assessor

SECTOR/S: MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS

SUB-SECTOR: Training and Assessment

OCCUPATION: Assessment

REFERENCE ID: MEP/Q2702

ALIGNED TO: NCO-2015/2424.9900

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

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

Job Details

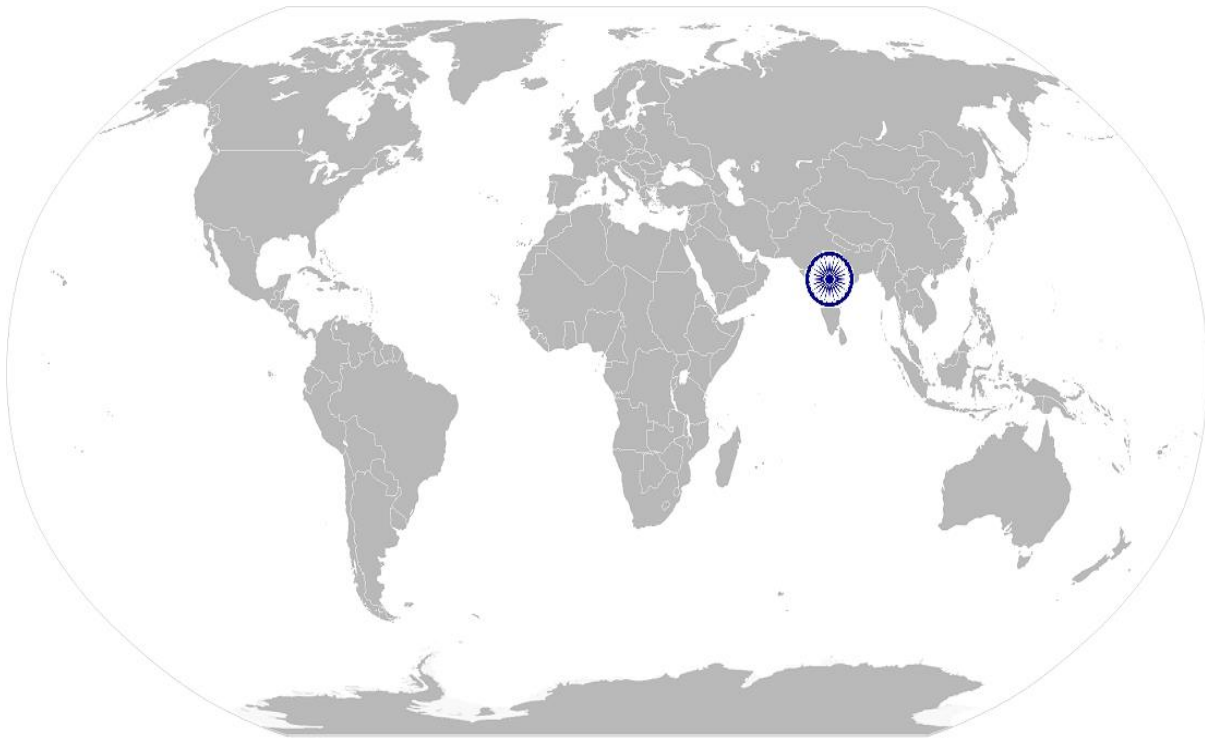| Qualifications Pack Code	MEP/Q2702		
Job Role	**Lead Assessor** (Applicable for National Scenarios)		
Credits	TBD	**Version number**	1.0
Sector	**Management, Entrepreneurship and Professional Skills**	**Drafted on**	08/03/2018
Sub-sector	**Training and Assessment**	**Last reviewed on**	08/03/2018
Occupation	**Training Delivery**	**Next review date**	08/03/2022
NSQC Clearance on	**19/12/2018**		

Job Role	Lead Assessor
Role Description	Assessor development, providing suggestions for improving effectiveness of the assessment process and mobilizing and onboarding of assessors.
NSQF level	6
Minimum Educational Qualifications **Maximum Educational Qualifications**	Certified Assessor on the technical/vocational standards that they will be training on, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.). NA
Prerequisite License or Training	Certified on the technical/vocational standards that they will be training on and assessment skills, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)
Minimum 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/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness 2. MEP/N2704 Plan and facilitate assessor development 3. MEP/N2602 Deliver competency based, instructor-led training sessions as per session plan 4. MEP/N2705 Mobilize assessors and support in their recruitment and onboarding 5. MEP/N9912 Apply principles of professional practice at the workplace 6. MEP/N9911 Apply health and safety practices applicable in a training and assessment environment
Performance Criteria	As described in the relevant OS units

Definitions

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 an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills	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.

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

Acronyms

MEP/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness

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National Occupational Standard

Overview

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

MEP/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness

<table>
<tr><td rowspan="14" style="writing-mode:vertical-lr">National Occupational Standard</td><td>Unit Code</td><td>MEP/N2703</td></tr>
<tr><td>Unit Title (Task)</td><td>Evaluate on-field assessment and provide suggestions for improving training effectiveness</td></tr>
<tr><td>Description</td><td>This unit is about evaluation of on-field assessment and providing recommendations for improving the effectiveness of the assessment process and assessor output.</td></tr>
<tr><td>Scope</td><td>This unit/ task covers the following:
• Evaluate effectiveness of assessment
• Evaluate performance of assessors on the job
• Perform sample checks on the decisions made by assessors and the evidences presented
• Share recommendations for improving training effectiveness</td></tr>
</table>

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Evaluate effectiveness of assessment	To be competent, the user/ individual on the job must be able to: PC1. establish standard parameters that are important to ensure assessment effectiveness Possible parameters: Student experience; adherence to schedule; process adherence; quality of decisions in terms of reliability, fairness, consistency; quality of evidences; handling of evidences; feedback from training provider; timelines for posting results; quality of assessment tools; appropriateness of assessment methods selected; appropriateness of assessment questions and language; adherence to Health and Safety standards; effectiveness of assessor; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc. PC2. identify the data and information required and access sources of information Possible sources of information: Student feedback forms; on-site observation report; assessment results, documentation and evidences collected; assessor feedback; assessment instructions docket from ID team; assessment tools/checklists/forms; audit results; Government training and assessment related norms and scheme norms; placement records; interviews with potential and actual employers of students from the centre; etc. PC3. arrange workplace visits and meetings and access to performance data and information PC4. collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation PC5. identify and record potentially useful and relevant information that is not identified in the evaluation plan PC6. analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected Aspects of assessment: Standards and assessment criteria; assessment design and tools; assessment questions; assessment process; assessment decisions;

	evidences collected; etc.
	PC7. cross-check findings where possible by comparing with the results from different evaluation sources
	PC8. develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected
	PC9. document areas or aspects of assessments that are satisfactory and those requiring improvement
	PC10. suggest possible improvements or alternatives to the assessment program
Evaluate performance of assessors on the job	To be competent, the user/ individual on the job must be able to:
	PC11. obtain competencies, occupational standards and performance criteria for assessors
	PC12. share occupational standards and performance criteria with assessors and resolve related queries
	PC13. obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated
	PC14. create and share own schedule of sample observation visits with administration and respective assessors in advance
	PC15. observe an assessment session in progress and gather evidence of achievement of occupational standard as well as evidence of non-achievement of performance standard as the case may be
	PC16. observe all assessments tasks (pre-assessment, during assessment and post assessment)
	PC17. discuss observations with the assessor after assessment session and validate the observations
	PC18. obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors
	Assessor Performance indicators: Adherence to schedule, process adherence, feedback from students; quality of decisions, quality of evidences, handling of evidences, feedback from training provider, turnaround time of posting results, etc.
	PC19. interview the assessors to obtain information about the problems they face
	PC20. identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment
	PC21. document results of assessor performance evaluation in prescribed format
Perform sample checks on the decisions made by assessors and the evidences presented	To be competent, the user/ individual on the job must be able to:
	PC22. select a sample of assessments for evaluation along with their evidences
	PC23. ensure that the selected sample includes examples from all assessors and assessment centres, assessments with 'borderline' results; assessments with no results recommended or identified by assessors as a problem case
	PC24. review assessor's decisions and evidences independently and in line with the pre-determined standard of performance
	PC25. identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessor's decisions and evidences
	PC26. check that the decisions have been fair and consistent across all assessors and assessment centres allocated

	PC27. deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation
	PC28. provide recommendation for decisions where the evaluation suggests that a change of decision is required
	PC29. document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person
	PC30. ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time
Share recommendations for improving assessment or training effectiveness	To be competent, the user/ individual on the job must be able to:
	PC31. document recommendations to stakeholders on areas of possible improvement in the prescribed format
	PC32. present the recommendations in person to stakeholders

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to know and understand:
	KA1. assessment policies and procedures e.g. candidate selection; rationale and purpose of competency-based assessment; assessment records and data and information management; recognition of prior learning and credit arrangements; assessment reporting procedures; assessment appeals; candidate grievances and complaints; validation and moderation; evaluation and internal audit; costs and resourcing; access and equity, and reasonable adjustment; partnership arrangements; links with overall quality management system.
	KA2. organizational record-management systems and reporting requirements
	KA3. Health Safety and Environment issues relating to delivery of competency-based assessments
	KA4. work area inspection procedures and practices
	KA5. procedures for the recording, reporting and maintenance of workplace equipment
B. Technical Knowledge	The individual on the job needs to know and understand:
	KB1. competency-based assessment, including: Technical and vocational education and training as a competency-based system; NOS as the basis of qualifications; the Principles of Assessment; the Rules of Evidence; criterion referenced assessment as distinct from norm-referenced assessment; reporting of competency-based assessment
	KB2. how to conduct assessor training needs identification and its tools
	KB3. assessor competencies, occupational standards and performance criteria
	KB4. possible sources of information for identifying assessor development requirements Possible sources of information: student feedback forms; on-site observation; assessment results documentation and evidences collected; assessor feedback; audit results; placement records; interviews with potential and actual employers of students from the centre; etc.
	KB5. parameters that are important to ensure assessment effectiveness Possible parameters: Student experience, adherence to schedule, process

adherence, feedback from students; quality of decisions, quality of evidences, handling of evidences, feedback from training provider, turnaround time of posting results, quality of assessment tools, appropriateness of assessment methods selected; adherence to Health and Safety standards; Productivity of assessor; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.

KB6. methods and techniques to systematically monitor assessment practice
Methods and Techniques: how effectively and accurately the designated Occupational Standards or competencies are being interpreted by assessors as the benchmarks for assessment; how the Principles of Assessment are being applied in assessment practice; assessors' application of assessment instruments and tools; how the Rules of Evidence are being applied in gathering evidence; whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system; whether stakeholder and organisational, legal and ethical requirements are being met

KB7. different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well-constructed assessment tools

KB8. how to interpret and apply the Principles of Assessment – Fairness; Flexibility; Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential; Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater) and how they guide assessment, validation, appeals processes

KB9. how to interpret and apply the Rules of Evidence - Validity; Sufficiency; Authenticity; Currency;

KB10. principles of reasonable adjustment

KB11. assessment strategies and assessment plans and their components

KB12. applications of technology to improve or assist in quality assessment

KB13. roles and responsibilities of assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process

KB14. organisational and ethical responsibilities associated with the assessment system, including - maintaining client privacy and confidentiality; providing accurate information; duty of care under common law; compliance with stakeholder and legal requirements

KB15. copyright and privacy laws, including the use of electronic technology.

KB16. different types of assessment methods, including suitability for collecting various types of evidence
Assessment method: direct observation (eg. real work/real time activities at the workplace, work activities in a simulated workplace environment); structured activities (eg. simulation exercises and role-plays such as hypotheticals, problem-based exercises, simulated 'real world' scenarios, projects, presentations, activity/job sheets); questioning (eg. written questions, interviews, self-assessment, verbal questioning, questionnaires, oral or written examinations); portfolios of evidence (eg. collection of work samples compiled by candidate, product with supporting documentation,

	historical evidence, journal or log book, information about life experience); review of products (eg. testimonials and reports from employers and supervisors, evidence of training, authenticated prior achievements, interview with employer, supervisor, or peer)
	KB17. list various types of assessment tools and their application Assessment Tools: checklists of practical performance, questionnaires, quizzes, etc.
	KB18. list various components of assessment tools Components: instructions, guidelines, items, marking scheme, etc.
	KB19. types of items and item writing guidelines and principles
	KB20. common errors and malpractices found in assessment environments
	KB21. methods to check common errors and malpractices found in assessment environments
	KB22. methods to analyse assessment tool and item performance and effectiveness

Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to: SA1. prepare required documentation and information for those involved in the assessment process SA2. write reports and recommendations logically, accurately and clearly
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA3. read, interpret and evaluate policies and procedures to monitor assessment and recognition processes SA4. read assessment strategies, specifications and tools to interpret them accurately SA5. read assessor reports to interpret them correctly
	Oral Communication (Listening and Speaking skills)
	The user/ individual on the job needs to know and understand how to: SA6. communicate own point of view to others in a logical, clear and accurate manner SA7. communicate to groups instructions accurately and clearly SA8. speak to assessors one on one to guide and support them SA9. communicate appropriately with people from diverse backgrounds SA10. conflict resolution skills to deal with complaints from assessors, training providers, candidates with regards to assessment decisions or methods
B. Professional Skills	**Decision Making**
	The user/ individual on the job needs to know and understand how to: SB1. decide the assessment methods, type of evidence and type of tools to be prepared as per the competencies or performance standards to be assessed on SB2. decide if the conduct of the assessment was efficient, accurate and as per guidelines and policies specified

MEP/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness

	Plan and Organize
	The user/ individual on the job needs to know and understand how to: SB3. create a monitoring plan for assessment processes and activities using a systematic and efficient approach SB4. determine sampling methods to be used to access required information
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB5. evaluate impact of assessment processes on candidate's performance SB6. match assessment guidelines to underlying candidate needs in assessments
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB7. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols SB8. anticipate future implications for own and others' decisions and reliably evaluate alternative solutions
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB9. analyse current research on assessment and incorporate into own practice SB10. review assessment objectives and conditions in order to Identify challenges and limitations for effective assessments SB11. create an assessment plan taking into consideration objectives, resources and limitations
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB12. identify and plug loopholes in the assessment to make the more fool proof SB13. evaluate the effectiveness of the organisation's assessment process SB14. evaluate validation process, determine and implement improvements SB15. systematically evaluate own or others' practice to improve performance or understanding

NOS Version Control

NOS Code	MEP/N2703		
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	08/03/2022

National Occupational Standard

Overview

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

National Occupational Standard

Unit Code	MEP/N2704
Unit Title (Task)	Plan and facilitate assessor development
Description	This unit is about planning and facilitating the development program for assessors.
Scope	This unit/ task covers the following: • Plan and organise assessor development program • Deliver and facilitate training sessions for assessors • Support and monitor learning for assessors • Undertake post - assessment activities

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Plan and organise assessor development program	To be competent, the user/ individual on the job must be able to: PC1. identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor PC2. identify various methods that are best suited for the training needs PC3. list available learning and development resources and constraints PC4. select the methods best suited for the training needs that can be applied within the available resources and constraints PC5. prepare a training plan and schedule that fits in the assessor's schedule without disrupting the work PC6. develop training material taking help from content development team PC7. share the training plan and schedule with all stakeholders PC8. prepare and implement a monitoring plan to ensure all assessors undergo the development plan PC9. receive calendar for assessor training from authorised source Authorised source: Assessment Organisation, Sector Skill Council, certifying body, etc. PC10. confirm availability to the organisers for the training session
Deliver and facilitate learning sessions for assessors	To be competent, the user/ individual on the job must be able to: PC11. study profile of assessor candidates to identify special requirements if any Special requirements: Language adjustment; seating arrangement; learners with special needs; timings of trainer; PC12. prepare session plan using the occupational standards and training materials provided by authorised source PC13. facilitate assessor learning program as per the design provided
Support and monitor learning for assessors	To be competent, the user/ individual on the job must be able to: PC14. conduct formative assessment of learning by using appropriate methods such as mock-delivery (role play), simulated, or on-the-job observation or studying video recordings of assessors, etc. PC15. monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met

	PC16. make adjustments to the delivery sessions to reflect specific needs and circumstances
	PC17. provide additional assistance to individual candidates as required to achieve session outcomes
	PC18. manage inappropriate behaviour to ensure that effective learning can take place
	PC19. maintain and store learner records according to organisational requirements
Undertake post - assessment training activities	To be competent, the user/ individual on the job must be able to:
	PC20. collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled
	PC21. ensure that training equipment and tools are used and left in good condition
	PC22. complete learner records accurately and submit or process and in the required timeframes
	PC23. send all records to the relevant personnel for record keeping and MIS as per the procedure established for the same

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to know and understand:
	KA1. assessment policies and procedures e.g. candidate selection; rationale and purpose of competency-based assessment; assessment records and data and information management; recognition of prior learning and credit arrangements; assessment reporting procedures; assessment appeals; candidate grievances and complaints; validation and moderation; evaluation and internal audit; costs and resourcing; access and equity, and reasonable adjustment; partnership arrangements; links with overall quality management system.
	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. various methods of assessor development e.g.: Training from Industry SMEs; self-learning modules; Train the assessor program; on-the-job observation and feedback; attending forums, conferences, workshops; networking through assessor networks, communities of practice and membership of representative organisations; participating in projects; professional and staff development activities; etc.
	KB2. resources and constraints for selection of training method e.g.: Budgets; trainer schedule-time availability; availability of SMEs; availability of assessor self-development modules; etc.

MEP/N2704   **Plan and facilitate assessor development**

	KB3. assessor competencies and occupational standards

Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to: SA1. prepare a session plan considering the need and profile of assessors SA2. write training materials for assessors SA3. develop a monitoring plan to ensure all assessors are covered
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA4. read policy and procedure documents and manuals to correctly interpret them SA5. read and follow learning programs and plans accurately SA6. read and analyse learner information from documents accurately SA7. read and use learning and assessment materials as per instructions and guidelines provided
	Oral Communication (Listening and Speaking skills)
	The user/ individual on the job needs to know and understand how to: SA8. explain and describe training related concepts and facts to assessors in a simple language that is understandable to the learners SA9. interact with various stake holders to organize a training session SA10. communicate to a range of assessors from different backgrounds by adapting oratory style and vocabulary
B. Professional Skills	**Decision Making**
	The user/ individual on the job needs to know and understand how to: SB1. handle any unforeseen situations without altering the training schedule SB2. decide on learning priorities based on needs analysis of the target audience
	Plan and Organize
	The user/ individual on the job needs to know and understand how to: SB3. plan for the following: • develop session plans • prepare training resources and aids • develop assessment plans SB4. organize for the following: • selection of venue • organization of training and assessment resources
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB5. identify and meet learner and candidate needs SB6. apply the principles of learner centred delivery SB7. observe candidate performance and use appropriate instruments to records behaviours against criteria SB8. identify when candidate may need assistance during the assessment

processes

Problem Solving

The user/ individual on the job needs to know and understand how to:
- SB9.   adjust delivery plan and training/teaching strategies to address learning barriers effectively
- SB10. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- SB11. anticipate future implications for own and others' decisions and reliably evaluate alternative solutions

Analytical Thinking

The user/ individual on the job needs to know and understand how to:
- SB12. analyse current research on assessment and incorporate into own practice
- SB13. review assessment objectives and conditions in order to Identify challenges and limitations for effective assessments
- SB14. describe benefits and limitations of assessment strategies, methods and tools used in different contexts including recognition of prior learning
- SB15. establish adequacy of information available to identify candidate needs based on various types of information available
- SB16. establish adequacy of learning and development available to assessors to meet their skills and knowledge development needs as per occupational standards and expectations
- SB17. systematically evaluate own and other's practice to improve performance or understanding

Critical Thinking

The user/ individual on the job needs to know and understand how to:
- SB18. evaluate assessor performance to identify conducive and non-conducive practices, to achieve desired standards for a learner centred delivery
- SB19. review assessor performance to establish skills and knowledge gaps against stated occupational standards
- SB20. review standard training practice and session plans to arrive at necessary customisations and adjustments required for target candidates, evaluating their suitability to candidates' needs and profile

NOS Version Control

NOS Code	MEP/N2704		
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	Assessment, Training	Next review date	08/03/2022

National Occupational Standard

Overview

This unit is about delivering a competency based, instructor led session as per the session plan provided in letter and spirit.

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

Unit Code	MEP/N2602
Unit Title (Task)	Deliver competency based, instructor led sessions as per session plan
Description	This OS unit is about delivering a competency based, instructor led session as per the session plan provided 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 on the job must be able to: PC1. conduct each session according to the session plan, modify where appropriate to meet learner needs PC2. explain the objectives of the training session and how it would benefit the trainees. PC3. gather learners' expectations and modify the session plan to incorporate the valid ones in the delivery which were not covered PC4. deliver training using a range of training methods and training processes as instructed in facilitator guide Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences PC5. ensure effective participation and group management by using basic facilitation techniques Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not criticizing, use existing knowledge in the group effectively PC6. apply learning principles to make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs PC7. create and maintain a positive learning environment PC8. be polite and courteous with all learners at all times PC9. manage inappropriate behaviour professionally as per established organisational policy PC10. take measures to ensure that learning can take place in a safe and comfortable environment
Support and monitor learning	To be competent, the user/ individual on the job must be able to: PC11. monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met PC12. share feedback with learners on a regular basis to keep them updated on

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

	their progress and areas that require more focus
	PC13. make adjustments to the delivery sessions to reflect specific needs and circumstances
	PC14. provide additional assistance to individual learners as required to achieve session outcomes
	PC15. maintain and store learner records according to organisational requirements
Undertake post training activities	To be competent, the user/ individual on the job must be able to:
	PC16. securing equipment and tools in safe places in accordance with procedures
	PC17. ensure that training equipment and tools are used and left in good condition
	PC18. complete learner records accurately and 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. 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

![MEPSC - Management & Entrepreneurship and Professional Skills Council]

NOS
National Occupational Standards

GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N·S·D·C
National Skill Development Corporation
Transforming the skill landscape

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 facilitator 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	
	Problem Solving	

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

	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. 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
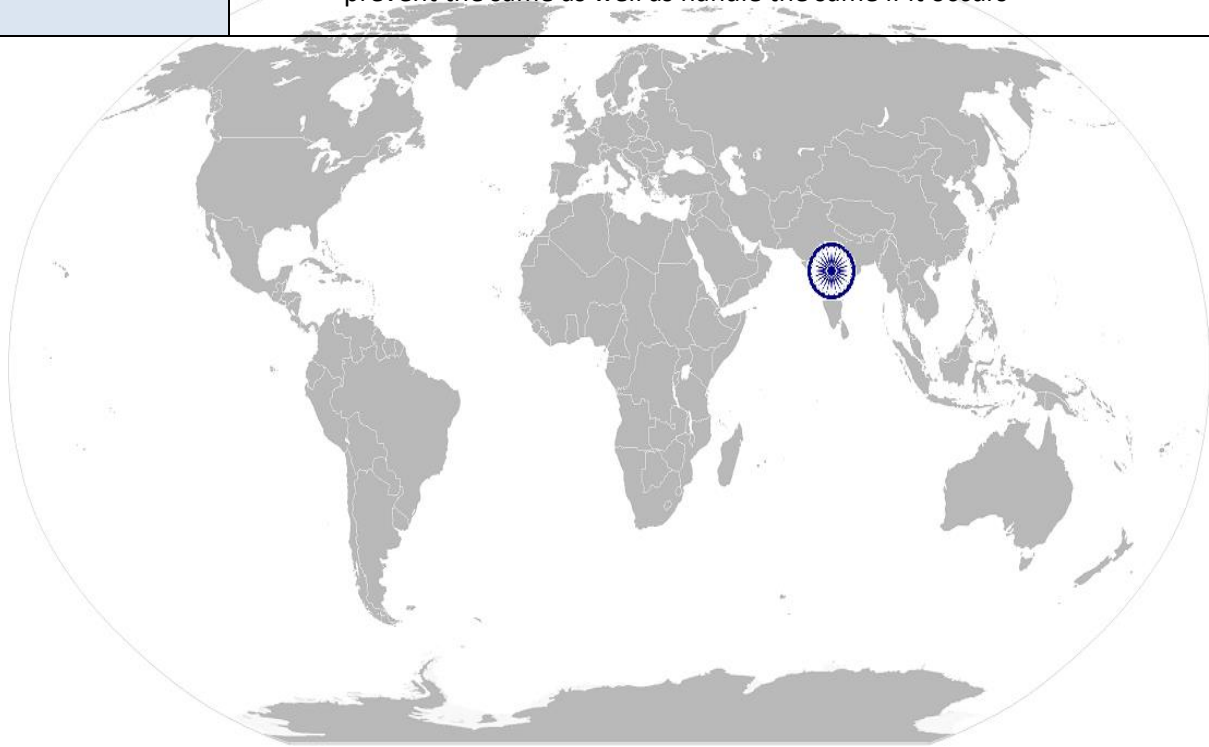
NOS Version Control

NOS Code	MEP/N2602		
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	08/03/2022

National Occupational Standard

Overview

This unit deals in detail with the mobilizing of assessors and their recruitment and on-boarding.

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

Unit Code	MEP/N2705
Unit Title (Task)	Mobilize assessors and support in their recruitment and onboarding
Description	This unit deals in detail with the mobilizing of assessors and their recruitment and on-boarding.
Scope	This unit/ task covers the following: • mobilize assessor as per requirement • support in the recruitment and onboarding of assessors

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

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

Support in the recruitment and onboarding of assessors	To be competent, the user/ individual must be able to: PC11. conduct reference check with local sources as instructed by the recruitment personnel PC12. explain the joining formalities to the assessors PC13. conduct orientation session for assessors through a face to face session or webinar or videoconference PC14. co-ordinate with the on-boarding team to ensure formalities on both sides are completed within turnaround times PC15. take initiatives to make the on-boarding processes hassle free experience for

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

	the assessors
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	The individual on the job needs to understand: KA1. 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. assessor recruitment criteria KB2. sources where information of candidates suitable to becomes assessors can be obtained KB3. assessor recruitment process KB4. on-boarding formalities for assessor
Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The individual on the job needs to know and understand how to: SA1. communicate with individuals or firms regarding recruitment SA2. prepare detailed job description as per the need
	Reading Skills
	The individual on the job needs to know and understand how to: SA3. reading e-mails, reports, survey forms, etc
	Oral Communication (Listening and Speaking skills)
	The individual on the job needs to know and understand how to: SA4. seeking feedback from organisations and potential learners on the training requirements SA5. discussion with HR teams on organisational manpower requirements SA6. sharing information obtained with business heads following established organisational communication channels SA7. explain job description to potential assessors SA8. communicate with various stake holders regarding recruitment and on-boarding
B. Professional Skills	**Decision Making**
	NA

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

Plan and Organize
The user/individual on the job needs to know and understand how to: SB1.   collate assessor requirements for various sectors SB2.   organize recruitment drive taking help from the HR department
Customer Centricity
The user/individual on the job needs to know and understand how to: SB3.   provide qualified assessors as per the client need
Problem Solving
NA
Analytical Thinking
NA
Critical Thinking
NA

NOS Version Control

NOS Code	MEP/N2705		
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	08/03/2022

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.

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 behavioural all times • Maintain and enhance professional competence • Work in a disciplined and ethically manner • Work effectively with all stakeholders

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Maintain a professional image and behavioural all times	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 Professional: eg. polite, courteous, calm, decisive, etc.
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 to work 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 and ethics
	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:
	PC1. identify and obtain clarity regarding organisational, team and own goals
	PC2. prioritise tasks at work as per organisational, team and own goals
	SB1. plan to meet team performance targets and standards
	PC3. monitor own and team performance as per agreed plan
	PC4. share all relevant information with stakeholders in agreed formats and as per agreed timelines
	PC5. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes
	PC6. recognise, avoid and/or address any conflict of interest
	PC7. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
	PC8. 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: SB2. contain inappropriate behaviour such as violent or inappropriate language SB3. take appropriate actions in case of conflicts
	Plan and Organize

The individual on the job needs to know and understand how to:
SB4.   plan to meet own and team performance targets and standards
SB5.   describe own role in achieving the goal
SB6.   describe others role in achieving the goal
SB7.   list activities, milestones and timelines
SB8.   identify the support and resources needed to help work towards the goal.
SB9.   plan and organise a personal development plan for self
Customer Centricity
The individual on the job needs to know and understand how to:
SB10. provide quality services to all clients
SB11. 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:
SB12. 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:
SB13. recognise, avoid and/or address any conflict of interest
Critical Thinking
The individual on the job needs to know and understand how to:
SB14. identify own strengths and weaknesses with respect achieving performance standards on the job
SB15. 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

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

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National Occupational Standard

Overview

This unit deals in detail with application of health and safety practices 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 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 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 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
	KB8. relevant enterprise/site safety procedures including identification of hazards and controlling of risks

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

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	

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

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)
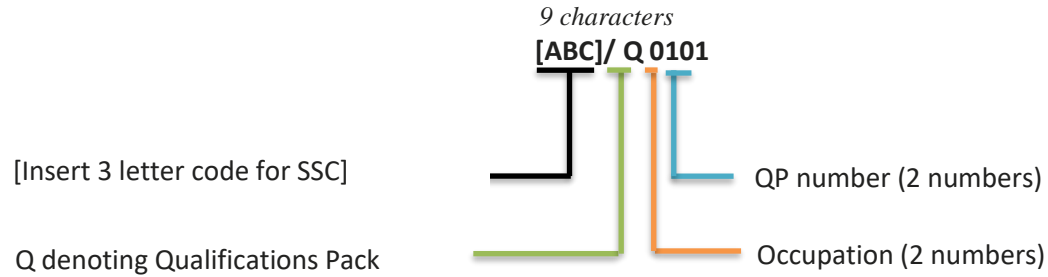
Occupational Standard

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)
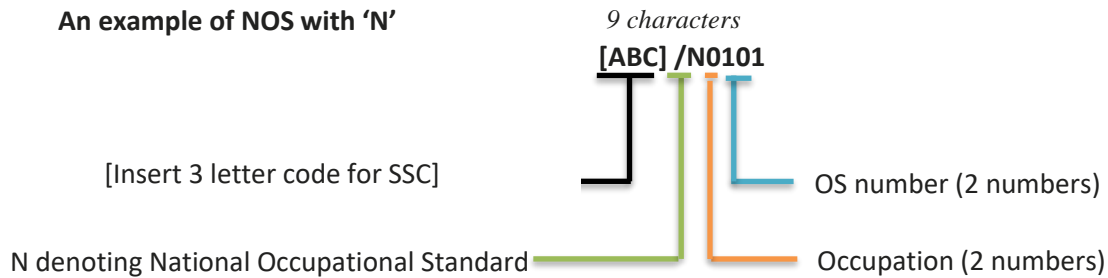
Back to top…

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: Lead Assessor

Qualification Pack: MEP/Q2702

Sector Skill Council: Management & Entrepreneurship and Professional Skills Council

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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	Out of	Marks Allocation	
Total Marks: 600				**Theory**	**Skills Practical**
Assessment outcomes	**Assessment Criteria for outcomes**	**Total Marks**	**Out of**	**Theory**	**Skills Practical**
MEP/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness	PC1.establish standard parameters that are important to ensure assessment effectiveness	100	4	2	2
	PC2.identify the data and information required and access sources of information		3	1	2
	PC3.arrange workplace visits and meetings and access to performance data and information		3	1	2
	PC4.collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation		3	1	2
	PC5.identify and record potentially useful and relevant information that is not identified in the evaluation plan		3	1	2
	PC6.analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected		3	1	2
	PC7.cross-check findings where possible by comparing with the results from different evaluation sources		3	1	2
	PC8.develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected		3	1	2

PC9.document areas or aspects of assessments that are satisfactory and those requiring improvement		3	1	2
PC10.suggest possible improvements or alternatives to the assessment program		3	1	2
PC11.obtain competencies, occupational standards and performance criteria for assessors		3	1	2
PC12.share occupational standards and performance criteria with assessors and resolve related queries		3	1	2
PC13.obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated		3	1	2
PC14.create and share own schedule of sample observation visits with administration and respective assessors in advance		3	1	2
PC15.observe an assessment session in progress and gather evidence of achievement of occupational standard as well as evidence of non-achievement of performance standard as the case may be		3	1	2
PC16.observe all assessments tasks (pre-assessment, during assessment and post assessment)		3	1	2
PC17.discuss observations with the assessor after assessment session and validate the observations		4	2	2
PC18.obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors		3	1	2
PC19.interview the assessors to obtain information about the problems they face		3	1	2
PC20.identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment		3	1	2
PC21.ocument results of assessor performance evaluation in prescribed format		3	2	1
PC22.select a sample of assessments for evaluation along with their evidences		2	1	1
PC23.ensure that the selected sample includes examples from all assessors and assessment centres, assessments with 'borderline' results; assessments with no results recommended or identified by assessors as a problem case		3	1	2
PC24.review assessor's decisions and evidences independently and in line with the pre-determined standard of performance		4	2	2
PC25.identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessor's decisions and evidences		3	1	2
PC26.check that the decisions have been fair and consistent across all assessors and assessment centres allocated		4	2	2

	PC27.deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation	3	1	2
	PC28.provide recommendation for decisions where the evaluation suggests that a change of decision is required	4	2	2
	PC29.document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person	4	2	2
	PC30.ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time	2	1	1
	PC31.document recommendations to stakeholders on areas of possible improvement in the prescribed format	3	1	2
	PC32.present the recommendations in person to stakeholders	3	2	1
	Total	**100**	**40**	**60**
MEP/N2704 Plan and facilitate assessor development	PC1.identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor	4	1	3
	PC2.identify various methods that are best suited for the training needs	4	1	3
	PC3.list available learning and development resources and constraints	4	2	2
	PC4.select the methods best suited for the training needs that can be applied within the available resources and constraints	4	2	2
	PC5.prepare a training plan and schedule that fits in the assessor's schedule without disrupting the work	4	2	2
	PC6.develop training material taking help from content development team	4	2	2
	PC7.share the training plan and schedule with all stakeholders	4	2	2
	PC8.prepare and implement a monitoring plan to ensure all assessors undergo the development plan	5	2	3
	PC9.receive calendar for assessor training from authorised source	4	2	2
	PC10.confirm availability to the organisers for the training session	4	2	2
	PC11.study profile of assessor candidates to identify special requirements if any	5	2	3
	PC12.prepare session plan using the occupational standards and training materials provided by authorised source	5	2	3
	PC13.facilitate assessor learning program as per the design provided	4	1	3
	PC14.conduct formative assessment of learning by using appropriate methods such as mock-delivery (role play), simulated, or on-the-job observation or studying video recordings of assessors, etc.	5	2	3

Note: The "100" for MEP/N2704 appears in the Total column spanning the section rows.

	PC15.monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met	5	2	3
	PC16.make adjustments to the delivery sessions to reflect specific needs and circumstances	5	2	3
	PC17.provide additional assistance to individual candidates as required to achieve session outcomes	5	2	3
	PC18.manage inappropriate behaviour to ensure that effective learning can take place	4	2	2
	PC19.maintain and store learner records according to organisational requirements	5	2	3
	PC20.collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled	4	1	3
	PC21.ensure that training equipment and tools are used and left in good condition	4	2	2
	PC22.complete learner records accurately and submit or process and in the required timeframes	4	1	3
	PC23.send all records to the relevant personnel for record keeping and MIS as per the procedure established for the same	4	1	3
	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	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

Note: The "100" total for MEP/N2602 section spans the rows between PC1 and PC13 in a merged cell.

	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/N2705 Mobilize assessors and support in their recruitment and onboarding	PC1. identify assessor requirement from authorised source		6	2	4
	PC2. identify possible sources in own region from where the assessors could be contacted		6	2	4
	PC3. share requirement with appropriate people from possible sources and obtain details of potential candidates		6	2	4
	PC4. approach candidates with requirement		6	2	4
	PC5. conduct preliminary checks to ensure only candidates who match the required criteria are identified		7	3	4
	PC6. explain the assessor job profile and the advantages of becoming an assessor with potential candidates		7	3	4
	PC7. share the process of becoming an assessor clearly to potential candidates and resolve any queries that they have about the same		7	3	4
	PC8. forward the selected profiles to authorised personnel conducting the recruitment process		7	3	4
	PC9. ensure adherence to establish turnaround times and inform the authorised personnel in case any delay is envisaged	**100**	6	2	4
	PC10. take initiatives to maintain an updated data base of possible sources and candidates		7	3	4
	PC11. conduct reference check with local sources as instructed by the recruitment personnel		7	3	4
	PC12. explain the joining formalities to the assessors		7	3	4
	PC13. conduct orientation session for assessors through a face to face session or webinar or videoconference		7	3	4
	PC14. co-ordinate with the on-boarding team to ensure formalities on both sides are completed within turnaround times		7	3	4
	PC15. take initiatives to make the on-boarding processes hassle free experience for the assessors		7	3	4
		Total	**100**	**40**	**60**
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	**100**	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	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
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	100	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		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**