MEPSC
Management & Entrepreneurship and Professional Skills Council

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

**Qualification Pack**

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



# Trainer (VET and Skills)

QP Code: MEP/Q2601

Version: 2.0

NSQF Level: 5

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# Contents

MEP/Q2601: Trainer (VET and Skills) ..... 3
*Brief Job Description* ..... 3
Applicable National Occupational Standards (NOS) ..... 3
*Compulsory NOS* ..... 3
*Qualification Pack (QP) Parameters* ..... 3
MEP/N2601: Plan and organize for facilitation of a training program ..... 5
MEP/N2602: Deliver competency based, instructor-led training sessions as per session plan ..... 11
MEP/N2618: Facilitate learning through on-the-job or in a simulated training ..... 17
MEP/N2604: Undertake assessment of competence as per required standards ..... 22
MEP/N9903: Apply health and safety practices at the workplace ..... 28
MEP/N9912: Apply principles of professional practice at the workplace ..... 33
Assessment Guidelines and Weightage ..... 39
*Assessment Guidelines* ..... 39
*Assessment Weightage* ..... 40
Acronyms ..... 41
Glossary ..... 42

# MEP/Q2601: Trainer (VET and Skills)

## 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 strong communication, organizational and interpersonal skills. The person must be quality focused. Additionally, the individual should remain abreast with the latest trends and upgrade their skills.

## Applicable National Occupational Standards (NOS)

### Compulsory NOS:

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/N2618: Facilitate learning through on-the-job or in a simulated training
4. MEP/N2604: Undertake assessment of competence as per required standards
5. MEP/N9903: Apply health and safety practices at the workplace
6. MEP/N9912: Apply principles of professional practice at the workplace

## Qualification Pack (QP) Parameters

| | |
|---|---|
| **Sector** | Management |
| **Sub-Sector** | Training and Assessment |
| **Occupation** | Training Delivery |
| **Country** | India |
| **NSQF Level** | 5 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO-2015/2424.0402, 2424.9900 |

| | |
|---|---|
| **Minimum Educational Qualification & Experience** | Certificate (Certified on any domain skills of NSQF Level 4 (Technical/Vocational Standards) or any other additional experience /academic qualification as required by the domain awarding body or certified in relevant CITS trade with an experience of 1 year) |
| **Minimum Level of Education for Training in School** | |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | 18 Years |
| **Last Reviewed On** | 30/06/2022 |
| **Next Review Date** | 30/06/2025 |
| **NSQC Approval Date** | 30/06/2022 |
| **Version** | 2.0 |
| **Reference code on NQR** | 2022/OAFM/MEPSC/06024 |
| **NQR Version** | 1.0 |

# MEP/N2601: 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

The scope covers the following :

- Interpret learning environment and delivery requirements
- Modify session plans and resources for delivery
- Organize training environment

## Elements and Performance Criteria

*Interpret learning environment and delivery requirements*

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

**PC1.** obtain training documentation from authorized source with respect to mode of training virtual (e-learning, app-based, and blended) and on-site classes

**PC2.** access, read, and interpret the training documentation to determine delivery requirements from authorised source (Training documentation: Trainers guide, Occupational standards, and Key Learning Outcomes (KLOs), Curriculum, Training schedule)

**PC3.** provide recommendation for selection of candidates for training as per the learning objectives of the program

**PC4.** obtain details of the learners from authorised sources

**PC5.** examine learner profiles to identify group and individual learner needs, and relevant learner characteristics

**PC6.** identify training environment requirements w.r.t. virtual (e-learning, app-based, and blended) and on-site classes (like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc.)

**PC7.** identify constraints impacting training delivery and relevant risks and applicable solutions

*Modify session plans and resources for delivery*

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

**PC8.** evaluate specific needs of individual learners and requisite resources

**PC9.** modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc.

**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 for off-line mode and training environment in on-line mode is conducive to learning and in line with professional guidelines including those mentioned in the training documentation

**PC14.** ensure timely availability of support services as per requirement by coordinating with training coordinator (Support services: Pantry service, logistic service, housekeeping and maintenance, internet services, training platform and IT support)

**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

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

**KU2.** organizational record-management systems with respect to training and reporting requirements

**KU3.** work area inspection procedures and practices

**KU4.** procedures for the recording, reporting and maintenance of workplace equipment

**KU5.** the learner group profile, including characteristics and needs of individual learners in the group

**KU6.** setting 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, training delivery plan, other equipment specified in session plan)

**KU7.** competency based curriculum documents and learning materials

**KU8.** assessment and risk control measures relating to the facilitation of group-based learning

**KU9.** policies and procedures relevant to the learning environment

**KU10.** how to create and modify session plan

**KU11.** prescribed and standard session plan template

**KU12.** mode of training like on-line, hybrid or blended and on-site

**KU13.** synchronous and asynchronous training tools

**KU14.** main stages of the training cycle in virtual (e-learning, app-based, & blended) and on-site classes

**KU15.** methods of giving feedback and mentoring during on-line training

## Generic Skills (GS)

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

**GS1.** GS1. write messages, notes and short descriptive text with reasonable accurac

**GS2.** GS2. read and extract relevant information from documentation including purpose, nature of document, etc.

**GS3.** GS3. communicate effectively with co-workers and clients
**GS4.** GS4. use effective listening and probing/questioning skills
**GS5.** GS5. plan ones day to day tasks to achieve optimum productivity
**GS6.** GS6. manage distractions
**GS7.** GS7. be patient and courteous under all circumstances and situations
**GS8.** GS8. apply problem solving skills that require negotiation to resolve problems of a difficult nature
**GS9.** GS9. breakdown relevant work process into its constituent activities for ease of analysis
**GS10.** GS10. estimate time and effort required to complete a task accurately
**GS11.** GS11. seek clarification on problems and its solution from others

## Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Interpret learning environment and delivery requirements* | **17** | **26** | **-** | **-** |
| **PC1.** obtain training documentation from authorized source with respect to mode of training virtual (e-learning, app-based, and blended) and on-site classes | 2 | 3 | - | - |
| **PC2.** access, read, and interpret the training documentation to determine delivery requirements from authorised source (Training documentation: Trainers guide, Occupational standards, and Key Learning Outcomes (KLOs), Curriculum, Training schedule) | 3 | 4 | - | - |
| **PC3.** provide recommendation for selection of candidates for training as per the learning objectives of the program | 3 | 4 | - | - |
| **PC4.** obtain details of the learners from authorised sources | 2 | 3 | - | - |
| **PC5.** examine learner profiles to identify group and individual learner needs, and relevant learner characteristics | 3 | 4 | - | - |
| **PC6.** identify training environment requirements w.r.t. virtual (e-learning, app-based, and blended) and on-site classes (like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc.) | 2 | 4 | - | - |
| **PC7.** identify constraints impacting training delivery and relevant risks and applicable solutions | 2 | 4 | - | - |
| *Modify session plans and resources for delivery* | **9** | **15** | **-** | **-** |
| **PC8.** evaluate specific needs of individual learners and requisite resources | 3 | 4 | - | - |
| **PC9.** modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc. | 3 | 6 | - | - |

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| **PC10.** contextualise learning materials to meet the needs of the specific learner group | 3 | 5 | - | - |
| *Organise training environment* | **14** | **19** | **-** | **-** |
| **PC11.** ensure availability of adequate training materials, facility, technology, tools and equipment in time for delivery of learning sessions | 2 | 3 | - | - |
| **PC12.** organise training materials and equipment for easy access and use when required during the course of the training | 3 | 4 | - | - |
| **PC13.** ensure the venue of training for off-line mode and training environment in on-line mode is conducive to learning and in line with professional guidelines including those mentioned in the training documentation | 2 | 3 | - | - |
| **PC14.** ensure timely availability of support services as per requirement by coordinating with training coordinator (Support services: Pantry service, logistic service, housekeeping and maintenance, internet services, training platform and IT support) | 3 | 3 | - | - |
| **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. | 2 | 3 | - | - |
| **PC16.** confirm overall delivery arrangements | 2 | 3 | - | - |
| **NOS Total** | **40** | **60** | **-** | **-** |

## National Occupational Standards (NOS) Parameters

| | |
|---|---|
| **NOS Code** | MEP/N2601 |
| **NOS Name** | Plan and organize for facilitation of a training program |
| **Sector** | Management |
| **Sub-Sector** | Training and Assessment |
| **Occupation** | Training Delivery |
| **NSQF Level** | 5 |
| **Credits** | TBD |
| **Version** | 2.0 |
| **Last Reviewed Date** | 30/06/2022 |
| **Next Review Date** | 30/06/2025 |
| **NSQC Clearance Date** | 30/06/2022 |

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

## Description

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

## Scope

The scope covers the following :

- Deliver and facilitate training sessions
- Support and monitor learning
- Undertake post training activities

## Elements and 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 trainers guideTraining methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-studyTraining 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 techniquesBasic 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.** ensure safe and comfortable environment for learning

*Support and monitor learning*

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

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

**PC12.** share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus

**PC13.** make adjustments to the delivery sessions to reflect specific needs and circumstances

**PC14.** provide additional assistance to individual learners as required to achieve session outcomes

**PC15.** maintain and store learner records according to organisational requirements

*Undertake post training activities*

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

**PC16.** securing equipment and tools in safe places in accordance with procedures

**PC17.** ensure that training equipment and tools are used and left in good condition

**PC18.** complete learner records accurately and in the required timeframes

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** Training Organisations system policies and procedures such as:a. candidate selectionb. rationale and purpose of competency-based assessmentc. costs/resourcing

**KU2.** organizational record-management systems and reporting requirements

**KU3.** Health Safety and Environment (HSE) issues relating to delivery of competency based training

**KU4.** work area inspection procedures and practices

**KU5.** waste and dangerous materials disposal procedures and practices

**KU6.** procedures for the recording, reporting and maintenance of workplace equipment

**KU7.** principles of adult learning and how to apply them in training delivery: a). training needs to be learner-centred to engage learners, b). adults have a need to be self-directing and decide for themselves what they want to learn, c). adults have a range of life experience, so connecting learning to experience is meaningful, d). adults have a need to know why they are learning something, e). the learning process needs to support increasing learner independence, f). emphasis on experiential and participative learning. g)use of modelling. the learning process should reflect individual circumstances

**KU8.** factors that affect learning such as:a. physical e.g. temperature, health, personal concernsb. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental

**KU9.** 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 presentation skills to convey understanding of key concepts and central ideas, d). being aware of non-verbal and verbal communication of participants, e). using learning resources to enhance the learning experience for all learners, f). delivering at appropriate pace, g). 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, h). summarising key concepts and ideas at strategic points to facilitate learner understanding, i). monitoring learner progress with tasks and learning activities based on session plan.n. measuring the achievement of learning outcomes by formative assessment, j). using the diversity of the group as a resource to support learning, k). using facilitation skills to ensure effective participation and group management

**KU10.** ways to implement program delivery based on session delivery plans and facilitation guides

**KU11.** • commonly used training delivery methods, processes and facilitation techniques appropriate to face-to-face group delivery (Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study)
• (Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences)
• (Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not making anyone wrong, use existing knowledge in the group effectively)

**KU12.** • various ways to handle inappropriate behaviour in a professional manner (Inappropriate behaviours: Abusing; violence; harassment; disruption of session; pilfering; intentional mishandling of equipment and materials; habitual absenteeism, etc.)
• Various ways to handle: Set ground rules at the beginning of the session and implement strictly, identifying the reason for inappropriate behaviour and suggesting a more appropriate method of expressing discontent; prepare and follow escalation matrix for reporting inappropriate behaviour; discuss consequences of inappropriate behaviour to self and others; counselling; detention/suspension/rustication in accordance with the rules of the organisation/institution, etc.

**KU13.** importance of monitoring and documenting learning progress of the learners and providing them feedback

**KU14.** importance of ensuring safety, hygiene, tidiness before, during and after the sessions

**KU15.** importance of completing learner records accurately and processing within required timeframes

## Generic Skills (GS)

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

**GS1.** GS1. write factual and quantitative information correctly

**GS2.** GS2. read and extract relevant information from documentation including purpose, nature of document, etc.

**GS3.** GS3. communicate effectively with co-workers and clients

**GS4.** GS4. use effective listening and probing/questioning skills

**GS5.** GS5. plan ones day to day tasks to achieve optimum productivity

**GS6.** GS6. manage distractions

**GS7.** GS7. be patient and courteous under all circumstances and situations

**GS8.** GS8. apply problem solving skills that require negotiation to resolve problems of a difficult nature

**GS9.** GS9. breakdown relevant work process into its constituent activities for ease of analysis

**GS10.** GS10. estimate time and effort required to complete a task accurately

**GS11.** GS11. seek clarification on problems and its solution from others

## Assessment Criteria

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

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

## National Occupational Standards (NOS) Parameters

| | |
|---|---|
| **NOS Code** | MEP/N2602 |
| **NOS Name** | Deliver competency based, instructor-led training sessions as per session plan |
| **Sector** | Management |
| **Sub-Sector** | Training and Assessment |
| **Occupation** | Training Delivery |
| **NSQF Level** | 5 |
| **Credits** | TBD |
| **Version** | 2.0 |
| **Last Reviewed Date** | 30/06/2022 |
| **Next Review Date** | 30/06/2025 |
| **NSQC Clearance Date** | 30/06/2022 |

# MEP/N2618: Facilitate learning through on-the-job or in a simulated training

## Description

This unit deals with planning for teaching work skills on-the-job or in a simulated work environment. It involves all the preparation required like resources and equipment in the right quantity, their arrangements and other facilities required like demonstrator or instructor.

## Scope

The scope covers the following :

- Prepare for on-the-job training or simulated training
- Carry out on-the-job or simulated training

## Elements and Performance Criteria

*Prepare for on-the-job training or simulated training*

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

**PC1.** obtain information of batch size, schedule of training, documentation and relevant materials from authorised sources

**PC2.** identify characteristics of audience to customize demonstration as per their needs

**PC3.** estimate equipment, materials and resources required to carry out demonstration and practice of work skills

**PC4.** organize for necessary and adequate equipment, materials and resources required

**PC5.** 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

*Carry out on-the-job or simulated training*

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

**PC7.** share with the learners clearly, the acceptable standards of knowledge and performance to become competent

**PC8.** ensure that all learners have access to necessary equipment and materials for practicing on and learning the work skills

**PC9.** demonstrate each step in the task or procedure at a pace and manner that is easy for learners to follow

**PC10.** clarify queries and provide feedback on progress systematically

**PC11.** explain unfamiliar terms and jargons as and when they are used so that the learners can understand easily

**PC12.** state the precautions to be taken while performing the various steps

**PC13.** provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible

**PC14.** observe learner performance and evaluate as per performance criteria

**PC15.** record and share feedback with the learners to support their learning as well as with management as per protocol

**PC16.** carry out post-training activities like proper storage of equipment and maintenance of records

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** difference between on-the-job and simulation training

**KU2.** areas where only simulation training is possible

**KU3.** required basic competencies in students to start on-the- job training

**KU4.** work area inspection procedures and practices

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

**KU6.** types of learning that are best achieved and supported through demonstrations

**KU7.** training documentation to determine acceptable standards of knowledge and performance required from the learners

**KU8.** how to structure demonstrations and practice sessions

**KU9.** which factors are likely to prevent learning during demonstration and practice sessions and how to overcome them

**KU10.** the sources and availability of relevant equipment, materials and physical and learning resources and learning materials

**KU11.** various best practices for effectively facilitating learning of work skills through on-the-job or simulations

## Generic Skills (GS)

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

**GS1.** write messages, notes and short descriptive text with reasonable accuracy

**GS2.** read and extract relevant information from documentation including purpose, nature of document, etc.

**GS3.** communicate effectively with co-workers and clients

**GS4.** use effective listening and probing/questioning skills

**GS5.** plan ones day to day tasks to achieve optimum productivity

**GS6.** manage distractions

**GS7.** be patient and courteous under all circumstances and situations

**GS8.** apply problem solving skills that require negotiation to resolve problems of a difficult nature

**GS9.** breakdown relevant work process into its constituent activities for ease of analysis

**GS10.** seek clarification on problems and its solution from others

## Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Prepare for on-the-job training or simulated training* | **9** | **25** | **-** | **-** |
| **PC1.** obtain information of batch size, schedule of training, documentation and relevant materials from authorised sources | 1 | 4 | - | - |
| **PC2.** identify characteristics of audience to customize demonstration as per their needs | 1 | 4 | - | - |
| **PC3.** estimate equipment, materials and resources required to carry out demonstration and practice of work skills | 2 | 4 | - | - |
| **PC4.** organize for necessary and adequate equipment, materials and resources required | 2 | 4 | - | - |
| **PC5.** ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner | 2 | 5 | - | - |
| **PC6.** notify learners of details regarding the implementation of the learning program and/or delivery plan | 1 | 4 | - | - |
| *Carry out on-the-job or simulated training* | **21** | **45** | **-** | **-** |
| **PC7.** share with the learners clearly, the acceptable standards of knowledge and performance to become competent | 2 | 4 | - | - |
| **PC8.** ensure that all learners have access to necessary equipment and materials for practicing on and learning the work skills | 2 | 4 | - | - |
| **PC9.** demonstrate each step in the task or procedure at a pace and manner that is easy for learners to follow | 2 | 5 | - | - |
| **PC10.** clarify queries and provide feedback on progress systematically | 2 | 5 | - | - |
| **PC11.** explain unfamiliar terms and jargons as and when they are used so that the learners can understand easily | 2 | 4 | - | - |

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| **PC12.** state the precautions to be taken while performing the various steps | 2 | 4 | - | - |
| **PC13.** provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible | 3 | 5 | - | - |
| **PC14.** observe learner performance and evaluate as per performance criteria | 2 | 5 | - | - |
| **PC15.** record and share feedback with the learners to support their learning as well as with management as per protocol | 2 | 5 | - | - |
| **PC16.** carry out post-training activities like proper storage of equipment and maintenance of records | 2 | 4 | - | - |
| **NOS Total** | **30** | **70** | **-** | **-** |

## National Occupational Standards (NOS) Parameters

| | |
|---|---|
| **NOS Code** | MEP/N2618 |
| **NOS Name** | Facilitate learning through on-the-job or in a simulated training |
| **Sector** | Management |
| **Sub-Sector** | Training and Assessment |
| **Occupation** | Training Delivery |
| **NSQF Level** | 5 |
| **Credits** | TBD |
| **Version** | 1.0 |
| **Last Reviewed Date** | 30/06/2022 |
| **Next Review Date** | 30/06/2025 |
| **NSQC Clearance Date** | 30/06/2022 |

# MEP/N2604: Undertake assessment of competence as per required standards

## Description

This unit deals in detail with the preparation for undertaking assessment of competence and conduct of assessments which also includes post-assessment activities like recording and forwarding of results.

## Scope

The scope covers the following :

- Prepare for undertaking assessment of competence as per standards
- Conduct assessment of competence

## Elements and Performance Criteria

*Prepare for undertaking assessment of competence as per standards*

To be competent, the user/individual on the job 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

**PC3.** prepare assessment tools to match the competency being evaluated and the parameters indicated in the checklist

**PC4.** ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates

**PC5.** ensure a safe and secure environment for the assessment to take place

**PC6.** provide instructions prior to assessment on the conduct of the assessment and assessment parameters

*Conduct assessment of competence*

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

**PC7.** use assessment tools for various purposesVarious 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

**PC8.** gather evidence of performance applying the principles of assessment and rules of evidence

**PC9.** evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence

**PC10.** validate inferences made and finalize the results of the assessment

**PC11.** record assessment decision whether competency mentioned in assessment criteria has been achieved

**PC12.** identify level of competence achieved as per assessment criteria as well as learning gaps

**PC13.** provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required

**PC14.** complete learner assessment records accurately and submit or process as required in the required timeframes

**PC15.** use technology as applicable 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 (for example, to see if there are no shortcomings), and retake the recording and evidences as applicable

**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

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** Training Organisations system, policies and procedures such as:a. candidate selection, b. rationale and purpose of competency-based assessment, c. costs/resourcing

**KU2.** organizational record-management systems and reporting requirements

**KU3.** Health Safety and Environment (HSE) issues relating to delivery of competency based training

**KU4.** work area inspection procedures and practices

**KU5.** waste and dangerous materials disposal procedures and practices

**KU6.** procedures for the recording, reporting and maintenance of workplace equipment

**KU7.** Purpose of formative assessment and when is undertaken

**KU8.** how competency based assessment differs from other types of assessment

**KU9.** competency standards as the basis of qualifications

**KU10.** structure and application of competency standards

**KU11.** the principles of assessment and how they are applied

**KU12.** the distinction between assessment tools and assessment instruments

**KU13.** the rules of evidence and how they are applied

**KU14.** the range of assessment purposes and assessment contexts, including RPL

**KU15.** different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs

**KU16.** 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 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.

**KU17.** reasonable adjustments and when they are applicable

**KU18.** types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment

**KU19.** how to develop development plan for learner based on formative assessment results

## Generic Skills (GS)

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

**GS1.** GS1. write factual and quantitative information correctly
**GS2.** GS2. read and extract relevant information from documentation including purpose, nature of document,etc
**GS3.** GS3. communicate effectively with co-workers and clients
**GS4.** GS4. use effective listening and probing/questioning skills
**GS5.** GS5. plan ones day to day tasks to achieve optimum productivity
**GS6.** GS6. manage distractions
**GS7.** GS7. be patient and courteous under all circumstances and situations
**GS8.** GS8. apply problem solving skills that require negotiation to resolve problems of a difficult nature
**GS9.** GS9. breakdown relevant work process into its constituent activities for ease of analysis
**GS10.** GS10. estimate time and effort required to complete a task accurately
**GS11.** GS11. seek clarification on problems and its solution from others

## Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Prepare for undertaking assessment of competence as per standards* | **14** | **20** | **-** | **-** |
| **PC1.** schedule the assessments in between the training schedule as per requirement of the training plan | 2 | 3 | - | - |
| **PC2.** access and interpret units of competency that are to be used as benchmarks for assessment | 2 | 3 | - | - |
| **PC3.** prepare assessment tools to match the competency being evaluated and the parameters indicated in the checklist | 2 | 3 | - | - |
| **PC4.** ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates | 3 | 4 | - | - |
| **PC5.** ensure a safe and secure environment for the assessment to take place | 2 | 3 | - | - |
| **PC6.** provide instructions prior to assessment on the conduct of the assessment and assessment parameters | 3 | 4 | - | - |
| *Conduct assessment of competence* | **26** | **40** | **-** | **-** |
| **PC7.** use assessment tools for various purposesVarious 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 | 2 | 3 | - | - |
| **PC8.** gather evidence of performance applying the principles of assessment and rules of evidence | 2 | 3 | - | - |
| **PC9.** evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence | 2 | 3 | - | - |

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| **PC10.** validate inferences made and finalize the results of the assessment | 2 | 3 | - | - |
| **PC11.** record assessment decision whether competency mentioned in assessment criteria has been achieved | 2 | 4 | - | - |
| **PC12.** identify level of competence achieved as per assessment criteria as well as learning gaps | 2 | 3 | - | - |
| **PC13.** provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required | 2 | 3 | - | - |
| **PC14.** complete learner assessment records accurately and submit or process as required in the required timeframes | 2 | 3 | - | - |
| **PC15.** use technology as applicable while conducting assessment activities (such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.) | 2 | 3 | - | - |
| **PC16.** check and authenticate the video recordings and other evidences (for example, to see if there are no shortcomings), and retake the recording and evidences as applicable | 2 | 3 | - | - |
| **PC17.** document the results on paper templates as well as online forms and templates as prescribed accurately | 2 | 3 | - | - |
| **PC18.** complete candidate records accurately and process in the required time frame | 2 | 3 | - | - |
| **PC19.** secure, label and pack the evidences accurately as per standard procedures adopted by training organisation | 2 | 3 | - | - |
| **NOS Total** | **40** | **60** | **-** | **-** |

## National Occupational Standards (NOS) Parameters

| | |
|---|---|
| **NOS Code** | MEP/N2604 |
| **NOS Name** | Undertake assessment of competence as per required standards |
| **Sector** | Management |
| **Sub-Sector** | Training and Assessment |
| **Occupation** | Training Delivery |
| **NSQF Level** | 5 |
| **Credits** | TBD |
| **Version** | 2.0 |
| **Last Reviewed Date** | 30/06/2022 |
| **Next Review Date** | 30/06/2025 |
| **NSQC Clearance Date** | 30/06/2022 |

# MEP/N9903: Apply health and safety practices at the workplace

## Description

This unit deals in detail with application of health and safety practices in the workplace

## Scope

The scope covers the following :

- Apply relevant health and safety practices at the workplace
- Maintain a healthy and hygienic environment
- Deal with emergency situations
- Follow fire safety requirements

## Elements and Performance Criteria

*Apply relevant health and safety practices at the workplace*

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

**PC1.** identify, control and report health and safety issues relating to immediate work environment according to procedures

**PC2.** follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies

**PC3.** document and report all hazards, accidents and near-miss incidents as per set process

**PC4.** document safety records according to organisational policies

*Maintain a healthy and hygienic environment*

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

**PC5.** maintain the work area in a clean and tidy condition

**PC6.** ensure that the work area is sanitised as and when required

**PC7.** maintain personal hygiene

**PC8.** use appropriate personal protective equipment (PPE) where required

**PC9.** wash hands using soap and water or alcohol based sanitiser

**PC10.** report hygiene related concerns promptly to the relevant authority

*Emergencies, rescue and first-aid procedures*

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

**PC11.** administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.

**PC12.** respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments

**PC13.** perform rescue activity during an accident if applicable (e.g. if moving victim is advisable)

*Follow fire safety requirements*

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

**PC14.** follow fire safety practices

**PC15.** identify the type of fire and its stage

**PC16.** use the various appropriate fire extinguishers on different types of fires correctly
**PC17.** follow procedures to rescue victim of fire without endangering self

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** Health Safety and Environment (HSE) practices
**KU2.** relevant Occupational Health and Safety (OHS) regulations
**KU3.** enterprise /site emergency procedures and techniques
**KU4.** waste and dangerous materials disposal procedures and practices
**KU5.** procedures for recording, reporting and maintenance of workplace safety and hygiene
**KU6.** meaning of hazards and risks
**KU7.** health and safety hazards commonly present in the work environment and related precautions
**KU8.** possible causes of risk, hazard or accident in the workplace
**KU9.** where to find all the general health and safety equipment in the workplace
**KU10.** various dangers associated with the use of electrical equipment
**KU11.** preventative and remedial actions to be taken in the case of exposure to toxic materials
**KU12.** importance of using protective clothing/equipment while working
**KU13.** precautionary activities to prevent the fire accident
**KU14.** various causes of fire
**KU15.** techniques of using the different fire extinguishers
**KU16.** different methods of extinguishing fire
**KU17.** different materials used for extinguishing fire
**KU18.** rescue techniques applied during a fire hazard
**KU19.** various types of safety signs and their meaning
**KU20.** appropriate basic first aid treatment relevant to the condition eg. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries
**KU21.** safe lifting and carrying practices

## Generic Skills (GS)

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

**GS1.** write Health and safety compliance report
**GS2.** interpret general health and safety guidelines
**GS3.** communicate general health and safety guidelines to co workers
**GS4.** take decision about the corrective action to be taken in case of any potential hazards

## Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Apply relevant health and safety practices at the workplace* | **13** | **16** | **-** | **-** |
| **PC1.** identify, control and report health and safety issues relating to immediate work environment according to procedures | 4 | 3 | - | - |
| **PC2.** follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies | 4 | 4 | - | - |
| **PC3.** document and report all hazards, accidents and near-miss incidents as per set process | 2 | 3 | - | - |
| **PC4.** document safety records according to organisational policies | 1 | 4 | - | - |
| *Maintain a healthy and hygienic environment* | **8** | **21** | **-** | **-** |
| **PC5.** maintain the work area in a clean and tidy condition | 1 | 5 | - | - |
| **PC6.** ensure that the work area is sanitised as and when required | 2 | 5 | - | - |
| **PC7.** maintain personal hygiene | 1 | 4 | - | - |
| **PC8.** use appropriate personal protective equipment (PPE) where required | - | - | - | - |
| **PC9.** wash hands using soap and water or alcohol based sanitiser | 2 | 3 | - | - |
| **PC10.** report hygiene related concerns promptly to the relevant authority | 2 | 4 | - | - |
| *Emergencies, rescue and first-aid procedures* | **6** | **9** | **-** | **-** |
| **PC11.** administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc. | 2 | 3 | - | - |
| **PC12.** respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments | 2 | 3 | - | - |

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| **PC13.** perform rescue activity during an accident if applicable (e.g. if moving victim is advisable) | 2 | 3 | - | - |
| *Follow fire safety requirements* | **13** | **14** | **-** | **-** |
| **PC14.** follow fire safety practices | 4 | 3 | - | - |
| **PC15.** identify the type of fire and its stage | 2 | 4 | - | - |
| **PC16.** use the various appropriate fire extinguishers on different types of fires correctly | 4 | 4 | - | - |
| **PC17.** follow procedures to rescue victim of fire without endangering self | 3 | 3 | - | - |
| **NOS Total** | **40** | **60** | **-** | **-** |

## National Occupational Standards (NOS) Parameters

| | |
|---|---|
| **NOS Code** | MEP/N9903 |
| **NOS Name** | Apply health and safety practices at the workplace |
| **Sector** | Management |
| **Sub-Sector** | Office Management & Professional Skills |
| **Occupation** | Office Support |
| **NSQF Level** | 4 |
| **Credits** | TBD |
| **Version** | 4.0 |
| **Last Reviewed Date** | 30/06/2022 |
| **Next Review Date** | 30/06/2025 |
| **NSQC Clearance Date** | 30/06/2022 |

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

## Description

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

## Elements and Performance Criteria

*Maintain a professional image and behaviour*

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

**PC1.** display appropriate professional appearance for the workplace

**PC2.** interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner

*Maintain and enhance professional competence*

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

**PC3.** develop personal and professional goals and objectives

**PC4.** identify strengths and weaknesses in relation to goals and objectives

**PC5.** evaluate own capacity to meet goals and objectives

**PC6.** determine personal development needs to perform role as per desired standards

**PC7.** develop a professional development plan to enhance professional capabilities

**PC8.** document a professional practice plan designed to support the achievement of goals

**PC9.** select and implement development opportunities to support continuous learning and maintain currency of professional practice

**PC10.** research developments and trends impacting on professional practice and integrate information into work performance

**PC11.** invite peers and others to observe, and provide feedback, on own performance and practices

**PC12.** use feedback from colleagues and clients to identify and introduce, improvements in work performance

*Work in a disciplined and ethical manner*

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

**PC13.** perform tasks to the required workplace standard

**PC14.** complete duties accurately, systematically and within required timeframes

**PC15.** follow organisational policies

**PC16.** protect the rights of the client and organisation when delivering services

**PC17.** ensure services are delivered equally to all clients regardless of personal and cultural beliefs

**PC18.** recognise potential ethical issues in the workplace and discuss with an appropriate person

**PC19.** recognise unethical conduct and report to an appropriate person

**PC20.** operate within an agreed ethical code of practice

**PC21.** apply organisational guidelines and legal requirements on disclosure and confidentiality

*Work effectively with all stakeholders*

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

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

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

**KU18.** importance of collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes

**KU19.** how to recognise, avoid and/or address any conflict of interest

**KU20.** types of inappropriate behaviours at the workplace and how to recognize themInappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour

**KU21.** how to respond to inappropriate behaviour towards self and others in a professional manner

## Generic Skills (GS)

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

**GS1.** prepare a personal development plan

**GS2.** read organisational guidelines and legal requirements

**GS3.** search and study from various information sources in order to learn about latest updates for self-development

**GS4.** read and interpret feedback received from peers

**GS5.** receive feedback from clients or concerned stake holders

**GS6.** communicate development plan with superiors

**GS7.** plan to meet own and team performance targets and standards

**GS8.** describe own role in achieving the goal

**GS9.** describe others role in achieving the goal

**GS10.** list activities, milestones and timelines

**GS11.** identify the support and resources needed to help work towards the goal.

**GS12.** plan and organise a personal development plan for self

**GS13.** provide quality services to all clients

**GS14.** display professional appearance and behaviours to all internal and external clients

**GS15.** use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours

**GS16.** recognise, avoid and/or address any conflict of interest

**GS17.** identify own strengths and weaknesses with respect achieving performance standards on the job

**GS18.** identify inappropriate behaviour and how to deal with it

## Assessment Criteria

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

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Work in a disciplined and ethical manner* | **12** | **20** | **-** | **-** |
| **PC13.** perform tasks to the required workplace standard | 2 | 3 | - | - |
| **PC14.** complete duties accurately, systematically and within required timeframes | 1 | 2 | - | - |
| **PC15.** follow organisational policies | 1 | 2 | - | - |
| **PC16.** protect the rights of the client and organisation when delivering services | 1 | 3 | - | - |
| **PC17.** ensure services are delivered equally to all clients regardless of personal and cultural beliefs | 1 | 2 | - | - |
| **PC18.** recognise potential ethical issues in the workplace and discuss with an appropriate person | 2 | 2 | - | - |
| **PC19.** recognise unethical conduct and report to an appropriate person | 1 | 2 | - | - |
| **PC20.** operate within an agreed ethical code of practice | 2 | 2 | - | - |
| **PC21.** apply organisational guidelines and legal requirements on disclosure and confidentiality | 1 | 2 | - | - |
| *Work effectively with all stakeholders* | **12** | **19** | **-** | **-** |
| **PC22.** identify and obtain clarity regarding organisational, team and own goals | 1 | 2 | - | - |
| **PC23.** prioritise tasks at work as per organisational, team and own goals | 2 | 3 | - | - |
| **PC24.** plan to meet team performance targets and standards | 2 | 2 | - | - |
| **PC25.** monitor own and team performance as per agreed plan | 1 | 2 | - | - |
| **PC26.** share all relevant information with stakeholders in agreed formats and as per agreed timelines | 1 | 2 | - | - |

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| **PC27.** work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes | 2 | 2 | - | - |
| **PC28.** recognise, avoid and/or address any conflict of interest | 1 | 2 | - | - |
| **PC29.** use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours | 1 | 2 | - | - |
| **PC30.** recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policyInappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour | 1 | 2 | - | - |
| **NOS Total** | **36** | **64** | **-** | **-** |

## National Occupational Standards (NOS) Parameters

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

# Assessment Guidelines and Assessment Weightage

## Assessment Guidelines

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

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

3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

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

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

6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.

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

**Minimum Aggregate Passing % at QP Level : 80**

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

## Assessment Weightage

Compulsory NOS

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|---|---|---|---|---|---|---|
| MEP/N2601.Plan and organize for facilitation of a training program | 40 | 60 | - | - | 100 | 20 |
| MEP/N2602.Deliver competency based, instructor-led training sessions as per session plan | 40 | 60 | - | - | 100 | 20 |
| MEP/N2618.Facilitate learning through on-the-job or in a simulated training | 30 | 70 | - | - | 100 | 15 |
| MEP/N2604.Undertake assessment of competence as per required standards | 40 | 60 | - | - | 100 | 20 |
| MEP/N9903.Apply health and safety practices at the workplace | 40 | 60 | - | - | 100 | 10 |
| MEP/N9912.Apply principles of professional practice at the workplace | 36 | 64 | - | - | 100 | 15 |
| **Total** | **226** | **374** | **-** | **-** | **600** | **100** |

## Acronyms

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

## Glossary

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

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