

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

What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Introduction

Qualifications Pack- Master Trainer

SECTOR/S: MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS

SUB-SECTOR: Training and Assessment

OCCUPATION: Training Delivery

REFERENCE ID: MEP/Q2602

ALIGNED TO: NCO-2015/ 2424.9900

Brief Job Description: The master trainer conducts trainer development as well as sessions that require advanced facilitation skills. They have a key role in assuring the quality of end to end training services and providing recommendations for continuous improvement of training effectiveness. They customize training programs as per the specific needs of the target audience and to enhance effectiveness.

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

Job Details	Qualifications Pack Code	MEP/Q2602		
	Job Role	Master Trainer (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		

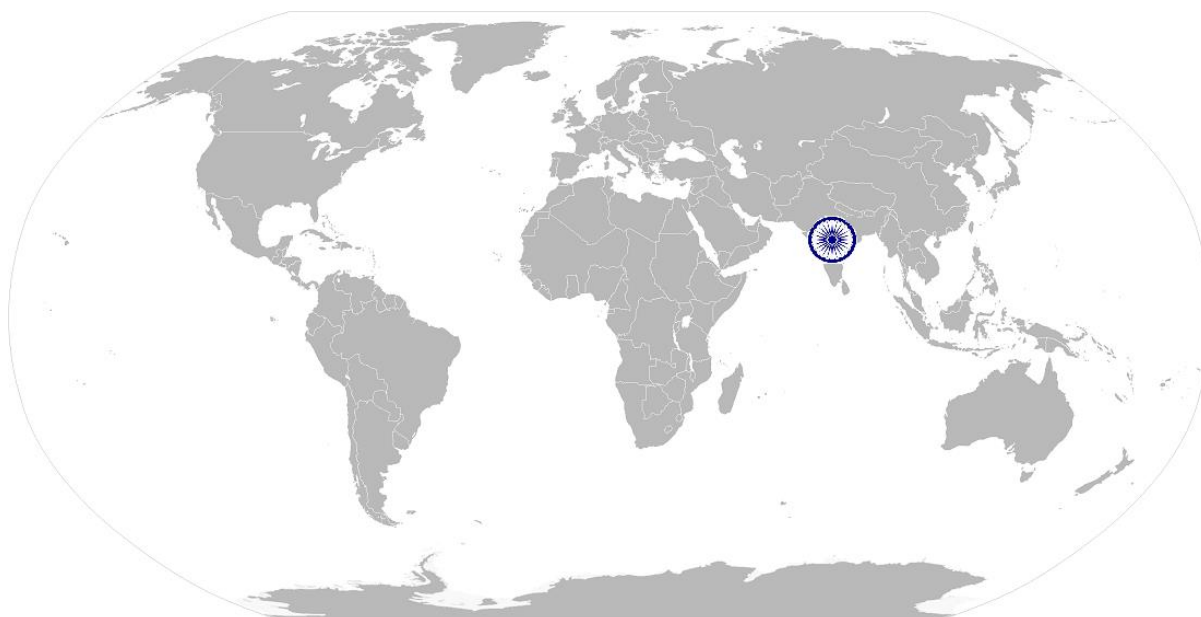
Job Role	Master Trainer
Role Description	Trainer development and sessions that require advanced facilitation skills as well as provide suggestions for improving training effectiveness.
NSQF level	6
Minimum Educational Qualifications	Certified trainer on the technical/vocational standards that they will be training on, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)
Maximum Educational Qualifications	NA
Prerequisite License or Training	Certified on the technical/vocational standards that they will be training on and training 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)	<p>Compulsory:</p> <ol style="list-style-type: none"> MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness MEP/N2606 Plan and facilitate trainer development MEP/N2607 Conduct trainings that require advanced facilitation skills MEP/N2608 Customize training program as per special requirements of learners and local environment MEP/N2609 Identify new programs for training MEP/N9912 Apply principles of professional practice at the workplace MEP/N9911 Apply health and safety practices applicable in a training and assessment environment
Performance Criteria	As described in the relevant OS units

Keywords /Terms	Description	
Definitions	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

MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness

National Occupational Standard



Overview

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

MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness

National Occupational Standard

Unit Code	MEP/N2605
Unit Title (Task)	Evaluate trainers and training programs and provide recommendations for improving training effectiveness
Description	This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for planning for a facilitation of a related training program.
Scope	This unit/ task covers the following: <ul style="list-style-type: none"> Evaluate performance of trainers on the job Evaluate effectiveness of training program
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Evaluate performance of trainers on the job	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. obtain the competencies, occupational standards and performance criteria for trainers from authorized source</p> <p>PC2. share occupational standards and performance criteria with trainers and resolve any queries or clarification that they have with respect to the same</p> <p>PC3. obtain and extract relevant information from the training calendar of trainers whose performance is to be evaluated in advance</p> <p>PC4. create and share trainer performance observation schedule with administration and respective trainers in advance</p> <p>PC5. observe a training 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</p> <p>PC6. validate the observations and evidence of achievement of occupational standards by discussing with the trainer after training session</p> <p>PC7. obtain and analyse data pertaining to various trainer performance indicators to identify performance level of the trainers Trainer Performance indicators: Feedback from students; pass percentage of students; supervisor feedback</p> <p>PC8. interview the trainers and obtain information about the problems they face</p> <p>PC9. identify areas of development for trainers based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment</p> <p>PC10. document results of trainer performance evaluation in prescribed format of the training organisation</p> <p>PC11. provide feedback to the respective trainers and resolve their queries regarding the same</p>
Evaluate effectiveness of training program	<p>To be competent, the user/ individual must be able to:</p> <p>PC12. establish parameters that are important to ensure training effectiveness of training program Possible parameters: Student experience, student assessment pass percentage; time taken for completion of training; training design and process adherence; Health and Safety standards; Productivity of Trainer and training centre staff; adherence to budgets; compliance to scheme or Government</p>

MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness

	<p>norms and quality standards; alignment to industry/employability requirements; etc.</p> <p>PC13. identify the data and information required, and access sources of information Possible sources of information: student feedback forms; formative and summative assessment results documentation; assessor feedback; training program documentation such as lesson plans, curriculum, Facilitator guide, participant handbook, presentations; training session audit; centre audit; interview with training centre staff; Government norms and scheme norms; placement records; interviews with potential and actual employers of students from the centre; etc.</p> <p>PC14. collect data and information, and store in compliance with the record keeping and privacy policies and procedures of the organisation</p> <p>PC15. identify and record potentially useful information that is not identified in the evaluation plan</p> <p>PC16. analyse the data and information to identify the effectiveness of the training program as per the parameters selected</p> <p>PC17. cross-check findings where possible by comparing with the results from different evaluation sources</p> <p>PC18. develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation parameters selected</p> <p>PC19. compare data and information with earlier data and information for same parameters and identify trends</p> <p>PC20. document areas of training program that are satisfactory and those requiring improvement</p> <p>PC21. identify factors affecting performance and suggest possible enhancements or alternatives to the training program</p> <p>PC22. document recommendations to stakeholders on areas of possible improvement in the prescribed format</p> <p>PC23. present the recommendations to stakeholders</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	<p>The individual on the job needs to understand:</p> <p>KA1. training Organisation’s system policies and procedures such as: a. candidate selection b. rationale and purpose of competency-based assessment c. costs/resourcing</p> <p>KA2. organizational record-management systems and reporting requirements</p> <p>KA3. health Safety and Environment issues relating to delivery of competency based training</p> <p>KA4. work area overview of procedures and practices in line with required standards</p> <p>KA5. waste and dangerous materials disposal procedures and practices</p> <p>KA6. procedures for the recording, reporting and maintenance of workplace equipment</p>
B. Technical	<p>The individual on the job needs to know and understand:</p>

MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness

<p>Knowledge</p>	<p>KB1. how to conduct training needs identification and its tools</p> <p>KB2. trainer competencies, occupational standards and performance criteria</p> <p>KB3. possible sources of information for identifying trainer training requirements e.g.: student feedback forms; formative and summative assessment results documentation; assessor feedback; training program documentation such as lesson plans, curriculum, Facilitator guide, participant handbook, presentations; training session audit; centre audit; interview with training centre staff; Government norms and scheme norms; placement records; interviews with potential and actual employers of students from the centre; etc.</p> <p>KB4. parameters that are important to ensure training effectiveness of training program Possible parameters: Student experience, student assessment pass percentage; time taken for completion of training; training design and process adherence; Health and Safety standards; Productivity of Trainer and training centre staff; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.</p> <p>KB5. policies and procedures relevant to the learning environment.</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Writing Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. use white board/flipcharts to explain key points in a language/symbols understandable to learners</p> <p>SA2. make minor corrections/updates on presentation slides, handouts, etc</p> <p>SA3. write emails to interact with design team, seniors and other stakeholders</p> <p>Reading Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. read presentation slides and facilitator guides and participant handbook</p> <p>Oral Communication (Listening and Speaking skills)</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA5. explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners</p> <p>SA6. use effective listening and probing /questioning skills to understand learners and their queries</p> <p>SA7. provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct</p> <p>SA8. work effectively as a team member to cultivate collaborative and participative work relationships</p> <p>SA9. use assertive communication techniques and participative discussion techniques to handle group discussions</p> <p>SA10. use collaborative methods to handle conflict without losing calm</p>
<p>B. Professional Skills</p>	<p>Decision Making</p>

MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness

	The user/individual on the job needs to know and understand how to: SB1. handle disruptions during trainings in a solution seeking and calm manner SB2. identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB3. deliver training program smoothly, on time while meeting the session objectives SB4. ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB5. identify and meet client and student needs
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB6. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB7. improve work process
Critical Thinking	
The user/ individual on the job needs to know and understand how to: SB8. spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs	

MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness

NOS Version Control

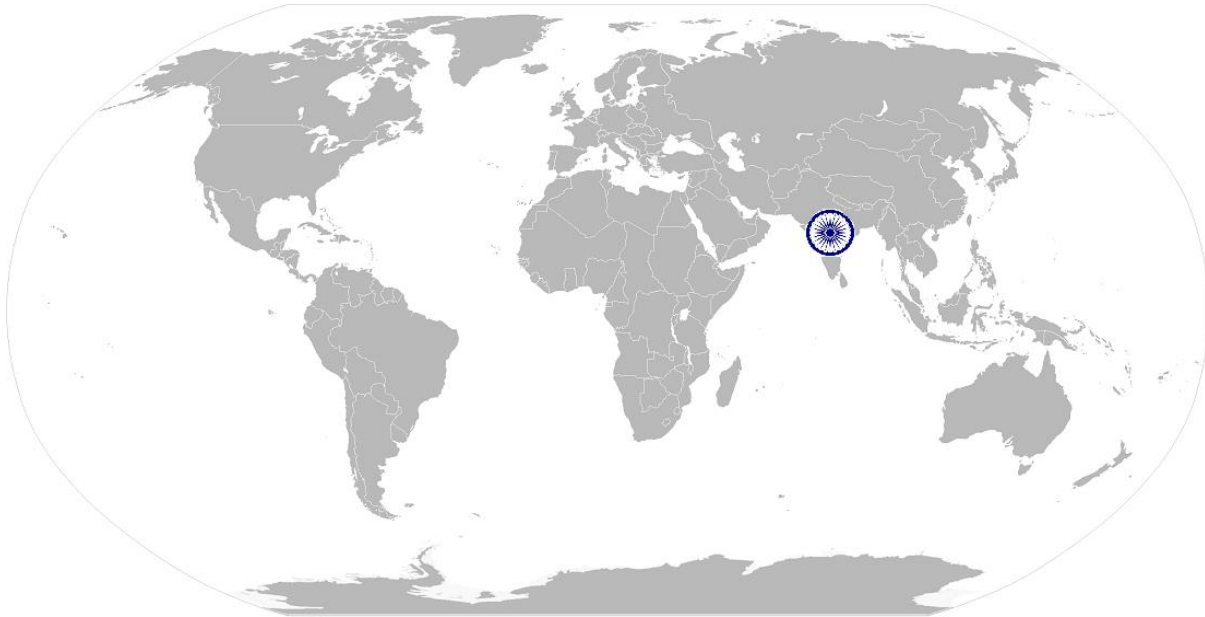
NOS Code	MEP/N2605		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Training Delivery	Next review date	08/03/2022



MEP/N2606

Plan and facilitate trainer development

National Occupational Standard



Overview

This unit refers to cumulative skills and knowledge required to plan and facilitate trainer development.

MEP/N2606

Plan and facilitate trainer development

National Occupational Standard	Unit Code	MEP/N2606
	Unit Title (Task)	Plan and facilitate trainer development
	Description	This unit refers to cumulative skills and knowledge required to plan and facilitate trainer development.
	Scope	This unit/ task covers the following: <ul style="list-style-type: none"> Plan and organise trainer development program Deliver and facilitate training sessions Support and monitor learning Undertake post - training activities
	Performance Criteria(PC) w.r.t. the Scope	
	Element	Performance Criteria
	Plan and organise trainer development program	To be competent, the user/ individual on the job must be able to: <ul style="list-style-type: none"> PC1. identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer PC2. identify various methods that are best suited for the training needs PC3. select the methods best suited for the training needs that can be applied within the available resources and constraints PC4. prepare a training plan and schedule that fits in the trainer schedule without disrupting work PC5. have the training materials developed with the help of content development team PC6. share the training plan and schedule with all stakeholders PC7. prepare and implement a monitoring plan to ensure all trainers undergo the development plan
	Deliver and facilitate training sessions for trainers	To be competent, the user/ individual on the job must be able to: <ul style="list-style-type: none"> PC8. receive or finalise calendar for trainer training from authorised source Authorised source: Training organisation, Sector Skill Council, etc. PC9. confirm availability to the organisers for the training session PC10. study profile of candidates coming for training to identify special training requirements if any Special training requirements: language adjustment; seating arrangement; learners with special needs; timings of trainer; PC11. receive session plan, occupational standards and training materials for training provided by authorised source PC12. undergo training from authorised person for learning the train the trainer program Authorised person: Content development team who developed the program; super trainer from Sector skill council, expert master trainer, etc. PC13. facilitate trainer training program as per the program design provided
	Support and monitor learning	To be competent, the user/ individual on the job must be able to: <ul style="list-style-type: none"> PC14. conduct formative assessment of learning by using appropriate methods such

MEP/N2606

Plan and facilitate trainer development

	<p>as mock-training or on-the-job observation of studying video recordings of trainers, etc.</p> <p>PC15. monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met</p> <p>PC16. adjust the delivery sessions to reflect specific needs and circumstances</p> <p>PC17. provide additional assistance to individual trainers as required to achieve session outcomes</p> <p>PC18. maintain and store learner records according to organisational requirements</p>
<p>Undertake post-training activities</p>	<p>To be competent, the user/ individual on the job must be able to:</p> <p>PC19. monitor the cleanliness and tidiness of the training room</p> <p>PC20. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel</p> <p>PC21. securing equipment and tools in safe places in accordance with procedures</p> <p>PC22. ensure that training equipment and tools are used and left in good condition</p> <p>PC23. complete learner records accurately and submit or process and in the required timeframes</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organizational Context (Knowledge of the company /organization and its processes)</p>	<p>The individual on the job needs to know and understand:</p> <p>KA1. training Organisation’s system policies and procedures such as: a. candidate selection b. rationale and purpose of competency-based assessment c. costs/resourcing</p> <p>KA2. organizational record-management systems and reporting requirements</p> <p>KA3. health Safety and Environment issues relating to delivery of competency based training</p> <p>KA4. work area inspection procedures and practices</p> <p>KA5. waste and dangerous materials disposal procedures and practices</p> <p>KA6. procedures for the recording, reporting and maintenance of workplace equipment</p>
<p>B. Technical Knowledge</p>	<p>The individual on the job needs to know and understand:</p> <p>KB1. various methods of trainer development e.g.: Training from Industry SMEs; self-learning modules; Train the trainer program; on-the-job observation and feedback; etc.</p> <p>KB2. resources and constraints for selection of training method e.g.: Budgets; trainer schedule-time availability; availability of SMEs; availability of trainer self-development e-learning modules; etc.</p> <p>KB3. TVET trainer competencies and occupational standards</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Writing Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. use white board/flipcharts to explain key points in a language/symbols understandable to learners</p> <p>SA2. make minor corrections/updates on presentation slides, handouts, etc</p> <p>SA3. write emails to interact with design team, seniors and other stakeholders</p>

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Plan and facilitate trainer development

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

MEP/N2606

Plan and facilitate trainer development

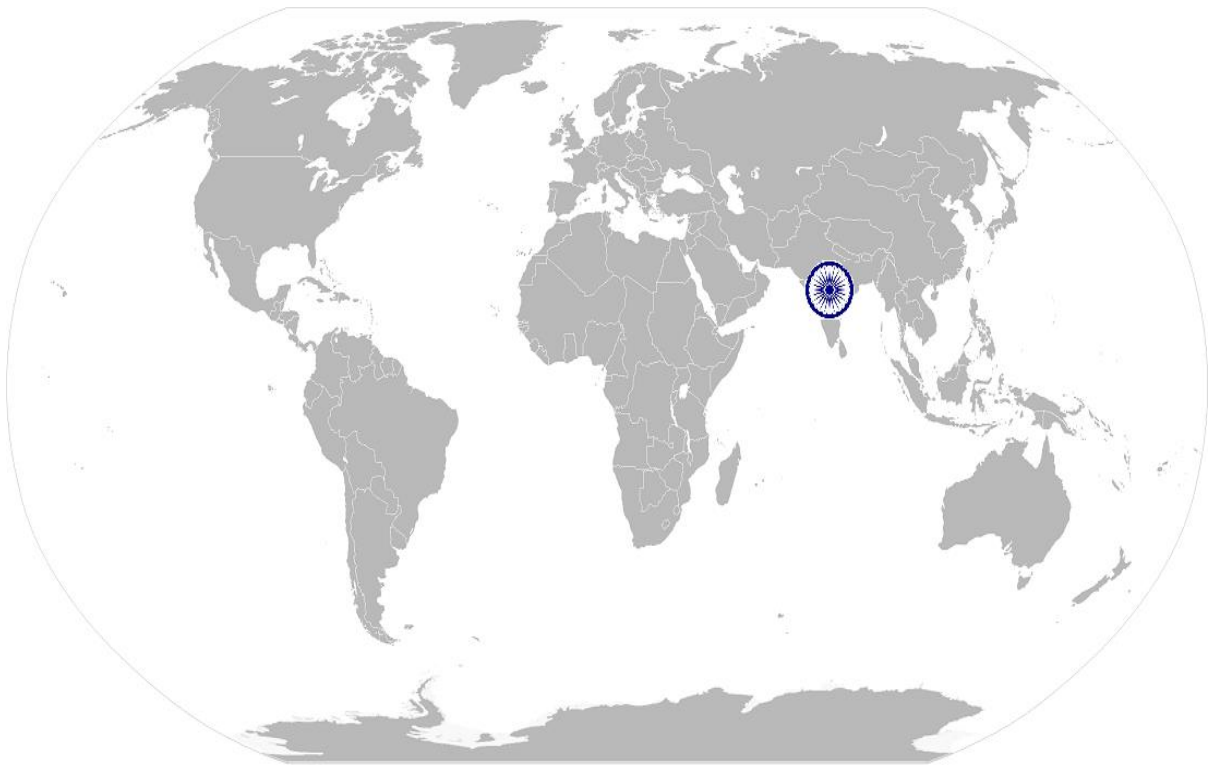
NOS Version Control

NOS Code	MEP/N2606		
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Occupation	Training Delivery	Next review date	08/03/2022

MEP/N2607

Conduct trainings that require advanced facilitation skills

National Occupational Standard



Overview

This unit is about the individual's effort to maintain a safe, healthy and secure working environment

MEP/N2607

Conduct trainings that require advanced facilitation skills

National Occupational Standard	Unit Code	MEP/N2607
	Unit Title (Task)	Conduct trainings that require advanced facilitation skills
	Description	This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for planning for a facilitation of a related training program.
	Scope	This unit/ task covers the following: <ul style="list-style-type: none"> Facilitate learning sessions using advanced facilitations skills Enhance learning and retention by using advanced facilitation techniques
	Performance Criteria(PC) w.r.t. the Scope	
	Element	Performance Criteria
	Facilitate learning sessions using advanced facilitations skills	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> PC1. discuss learning outcomes with group and identify possible learning barriers and support required to address them PC2. facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies PC3. use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes PC4. observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum PC5. integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices PC6. manage groups in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members PC7. modify (if necessary) facilitation of the session as contingencies arise in the learning situation, resource availability, learner needs, and time constraints PC8. create opportunities to monitor learner's progress against the agreed outcomes
	Enhance learning and retention by using advanced facilitation techniques	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> PC9. carry out debriefing of learning activities by asking participants to share their reactions and experience, asking appropriate questions and helping participants process and interpret their experiences. PC10. enable learners to develop or use the concepts highlighted in a training session PC11. enable learners to complete individual and group learning activities including case studies, games, simulations etc. PC12. help participants identify key learning points that emerge from learning activities PC13. provide participants feedback by reinforcing correct responses and assisting when incorrect. PC14. facilitate participants in identifying the use or application of the learning at

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Conduct trainings that require advanced facilitation skills

	<p>their workplace</p> <p>PC15. include participants in moderate risk activities and decision making</p> <p>PC16. generate active participant involvement by various strategies: Strategies: Using a variety of training methods that appeal to different learning styles and attention span; Acknowledging and building on trainees previous experience knowledge and skills; Building collaborative learning experience through sharing control over learning situations with trainees</p> <p>PC17. emphasize positive learning by clarifying the outcomes associated with completed training</p> <p>PC18. encourage participants to share their experience to enable them to actively contribute to training</p>
Knowledge and Understanding (K)	
<p>A. Organizational Context (Knowledge of the company /organization and its processes)</p>	<p>The user/ individual on the job needs to know and understand:</p> <p>KA1. training Organisation’s system policies and procedures such as: a. candidate selection b. rationale and purpose of competency-based assessment c. costs/resourcing</p> <p>KA2. organizational record-management systems and reporting requirements</p> <p>KA3. health Safety and Environment issues relating to delivery of competency based training</p> <p>KA4. work area inspection procedures and practices</p> <p>KA5. waste and dangerous materials disposal procedures and practices</p> <p>KA6. procedures for the recording, reporting and maintenance of workplace equipment</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. the main branches of learning theory such as: a. behavioural learning theory; cognitive learning theory; experiential learning theory b. information processing theory c. andragogy d. vocational education and training pedagogy; and e. current research on learning as it relates to training in an adult environment</p> <p>KB2. different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations</p> <p>KB3. methodologies for facilitating learning such as: a. learner-centred/teacher-centred b. learner-directed/teacher-guided c. case study/scenario/problem-based d. experiential e. information processing f. behaviourist g. self-discovery mode</p> <p>KB4. a range of facilitation approaches and activities that: a. enable learners to draw from and share their own experiences and work out and apply concepts for themselves.</p>

MEP/N2607

Conduct trainings that require advanced facilitation skills

	<ul style="list-style-type: none"> b. contribute to the development of concepts through participation and provides opportunities to practise and consolidate learning c. promote the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience <p>KB5. a range of delivery methods, such as:</p> <ul style="list-style-type: none"> a. interactive/participative/collaborative b. demonstration c. instruction d. questioning e. group-discussions f. presentations g. guided facilitation h. learning-activity-based i. guided work-based activities/applications/experiences j. role-play/mocks/simulations k. project-based l. tutoring m. individual facilitation techniques - coaching/mentoring n. blended delivery methods <p>KB6. a range of inclusive practices such as:</p> <ul style="list-style-type: none"> a. demonstrating probity in all areas of responsibility b. modelling organisational/professional codes of conduct c. reinforcing ethical conduct in interactions with and between other people d. showing respect and sensitivity for individual diversity e. recognising and utilising difference to develop both the individual f. fostering a culture of inclusiveness <p>KB7. the range of potential barriers to learning such as:</p> <ul style="list-style-type: none"> a. physical or intellectual disabilities b. linguistic or cultural differences c. language or communication issues d. age e. employment status f. prior experience in an adult learning environment g. poor educational experiences h. health issues i. issues arising from gender j. psychiatric disabilities or mental health issues k. learning problems l. literacy and numeracy needs m. location n. access to resources <p>KB8. strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies</p> <p>KB9. methods for evaluating learning and facilitation</p>
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MEP/N2607 Conduct trainings that require advanced facilitation skills

	KB10. psychology of group dynamics. KB11. outcomes-based approach to learning
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	The user/individual on the job needs to know and understand how to: SA1. literacy skills to: <ul style="list-style-type: none"> complete and maintain documentation plan facilitation
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA2. literacy skills to: <ul style="list-style-type: none"> select, read and interpret QP-NOS information read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles research current issues
	Oral Communication (Listening and Speaking skills)
The user/individual on the job needs to know and understand how to: SA3. communication and interpersonal skills to: <ul style="list-style-type: none"> apply active and reflective listening adapt language to meet learner requirements listen perceptively to learners/clients/colleagues present information and explain concepts clearly provide sequenced, structured instructions apply effective questioning techniques and initiate response maintain appropriate relationships establish trust and build rapport be open to others' opinions interpret the verbal and non-verbal communication of learners, e.g. resistance/reluctance, uncertainty, enthusiasm, confusion and body language monitor group and individual interactions manage conflict/behavioural difficulties encourage the expression of diverse views and opinions negotiate complex discussions by establishing a supportive environment SA4. language skills to hypothesise, plan and influence others SA5. observation skills to: <ul style="list-style-type: none"> monitor learner progress monitor group and individual interactions manage conflict/behavioural difficulties monitor learner cues re concerns/difficulties in learning monitor learner readiness for assessment/new areas of learning 	
B. Professional Skills	Decision Making

MEP/N2607

Conduct trainings that require advanced facilitation skills

	The user/individual on the job needs to know and understand how to: SB1. identify learner readiness and undertake formative assessment
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB2. skills in delivery for a range of learning methods such as: <ul style="list-style-type: none"> • group facilitation • individual facilitation, including coaching/mentoring • work-based learning • e-learning • action learning • flexible delivery • distance-based learning
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB3. identify client and learner needs SB4. apply the principles of learner centred delivery
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB5. problem solving skills to: <ul style="list-style-type: none"> • adjust strategies and address learning barriers • reliably evaluate alternative solutions.
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB6. evaluation skills to: <ul style="list-style-type: none"> • identify gaps in skills or knowledge • systematically evaluate own or others' practice to improve performance or understanding
	Critical Thinking
The user/individual on the job needs to know and understand how to: SB7. reflection skills to: <ul style="list-style-type: none"> • systematically evaluate personal work practices to improve performance • identify gaps in skills or knowledge • ask critical questions about performance, problems, methods used and learner success 	

MEP/N2607

Conduct trainings that require advanced facilitation skills

NOS Version Control

NOS Code	MEP/N2607		
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



MEP/N2608 Customize training program as per special requirements of learners and local environment

National Occupational Standard



Overview

This unit is about customizing the training program i.e. session plan, training materials and training instructions as per special requirements of learners and local environment.

MEP/N2608 Customize training program as per special requirements of learners and local environment

National Occupational Standard

Unit Code	MEP/N2608
Unit Title (Task)	Customize training program as per special requirements of learners and local environment
Description	This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for This unit is about customizing the training program i.e. session plan, training materials and training instructions as per special requirements of learners and local environment.
Scope	This unit/ task covers the following: <ul style="list-style-type: none"> • Customize session plan, training materials and training instructions as per special requirements of learners and local environment
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Customize session plan, training materials and training instructions as per special requirements of learners and local environment	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. identify environmental conditions and their potential impact on training practice</p> <p>PC2. research the characteristics of learners with complex needs and identify potential barriers to learning, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles</p> <p>PC3. analyse the factors that influence individual learning needs, preferences and styles</p> <p>PC1. identify specific learning gaps of the batch of learners that have not been catered to in the training material received</p> <p>PC2. develop and adjust training strategies and customise learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles</p> <p>PC3. design learning experiences to meet specific learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment</p> <p>PC4. adjust training design and session plan to accommodate large differences amongst the learners</p> <p>PC5. review participant training material and customize the instructional material to the local environmental conditions and specific needs of the batch of learners</p> <p>PC6. develop learning objectives, training plan and training materials for bridge courses for learning gaps identified for batch of learners</p> <p>PC7. create and distribute appropriate pre-training assignments as necessary</p> <p>PC8. provide additional guidance to help learners fit the learning material to their training needs</p> <p>PC9. customize training instructions to situational constraints such as variability in training experiences and ability levels.</p>
Knowledge and Understanding (K)	
A. Organizational Context	The individual on the job needs to understand: <p>KA1. training organisation's system policies and procedures such as:</p>

MEP/N2608 Customize training program as per special requirements of learners and local environment

<p>(Knowledge of the company /organization and its processes)</p>	<ul style="list-style-type: none"> 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 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
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> KB1. principles and practices of learning needs analysis for individuals KB2. principles underpinning the development of learning and development programmes KB3. the principles, theories and contemporary practices of instructional design KB4. copyright and its effect on the design, and development of learning resources. KB5. impact of various environmental factors of the learning KB6. how to identify learning preferences and learning styles and modify training delivery based on the same KB7. different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations KB8. methodologies for facilitating learning such as: <ul style="list-style-type: none"> a. learner-centred/teacher-centred b. learner-directed/teacher-guided c. situated learning d. constructivist e. problem-based f. experiential g. information processing h. behaviourist KB9. a range of facilitation approaches and activities that: <ul style="list-style-type: none"> a. enable learners to draw from and share their own experiences and work out and apply concepts for themselves. b. contribute to the development of concepts through participation and provides opportunities to practise and consolidate learning c. promote the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience KB10. the range of potential barriers to learning and how to modify the training methodology to adjust to the same: <ul style="list-style-type: none"> a. physical or intellectual disabilities b. linguistic or cultural differences c. language or communication issues d. age e. employment status

MEP/N2608 Customize training program as per special requirements of learners and local environment

	<p>f. prior experience in an adult learning environment g. poor educational experiences h. health issues i. issues arising from gender j. psychiatric disabilities or mental health issues k. learning problems l. literacy and numeracy needs m. location n. access to resources</p> <p>KB11. ways in which QP-NOS, accredited curricula and learning resources can be contextualised to meet the needs of individual learners without compromising standards</p>
Skills (S)	
A. Core Skills/ Generic Skills	<p>Writing Skills</p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA1. literacy skills to:</p> <ul style="list-style-type: none"> • complete and maintain documentation • plan facilitation <p>Reading Skills</p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA2. literacy skills to:</p> <ul style="list-style-type: none"> • select, read and interpret QP-NOS information • read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles • research current issues <p>Oral Communication (Listening and Speaking skills)</p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA3. communication and interpersonal skills to:</p> <ul style="list-style-type: none"> • apply active and reflective listening • adapt language to meet learner requirements • listen perceptively to learners/clients/colleagues • present information and explain concepts clearly • provide sequenced, structured instructions • apply effective questioning techniques and initiate response • maintain appropriate relationships • establish trust and build rapport • be open to others' opinions • interpret the verbal and non-verbal communication of learners, e.g. resistance/reluctance, uncertainty, enthusiasm, confusion and body language • monitor group and individual interactions • manage conflict/behavioural difficulties • encourage the expression of diverse views and opinions

MEP/N2608 Customize training program as per special requirements of learners and local environment

	<ul style="list-style-type: none"> negotiate complex discussions by establishing a supportive environment <p>SA4. language skills to hypothesise, plan and influence others</p> <p>SA5. observation skills to:</p> <ul style="list-style-type: none"> monitor learner progress monitor group and individual interactions manage conflict/behavioural difficulties monitor learner cues re concerns/difficulties in learning monitor learner readiness for assessment/new areas of learning
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. identify learner readiness and undertake formative assessment
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB2. skills in delivery for a range of learning methods such as: <ul style="list-style-type: none"> group facilitation individual facilitation, including coaching/mentoring work-based learning e-learning action learning flexible delivery distance-based learning
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB3. identify client and learner needs SB4. apply the principles of learner centred delivery
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB5. problem solving skills to: <ul style="list-style-type: none"> adjust strategies and address learning barriers reliably evaluate alternative solutions.
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB6. evaluation skills to: <ul style="list-style-type: none"> identify gaps in skills or knowledge systematically evaluate own or others' practice to improve performance or understanding
Critical Thinking	
The user/individual on the job needs to know and understand how to: SB7. reflection skills to: <ul style="list-style-type: none"> systematically evaluate personal work practices to improve performance identify gaps in skills or knowledge ask critical questions about performance, problems, methods used and learner success 	

MEP/N2608 Customize training program as per special requirements of learners and local environment

NOS Version Control

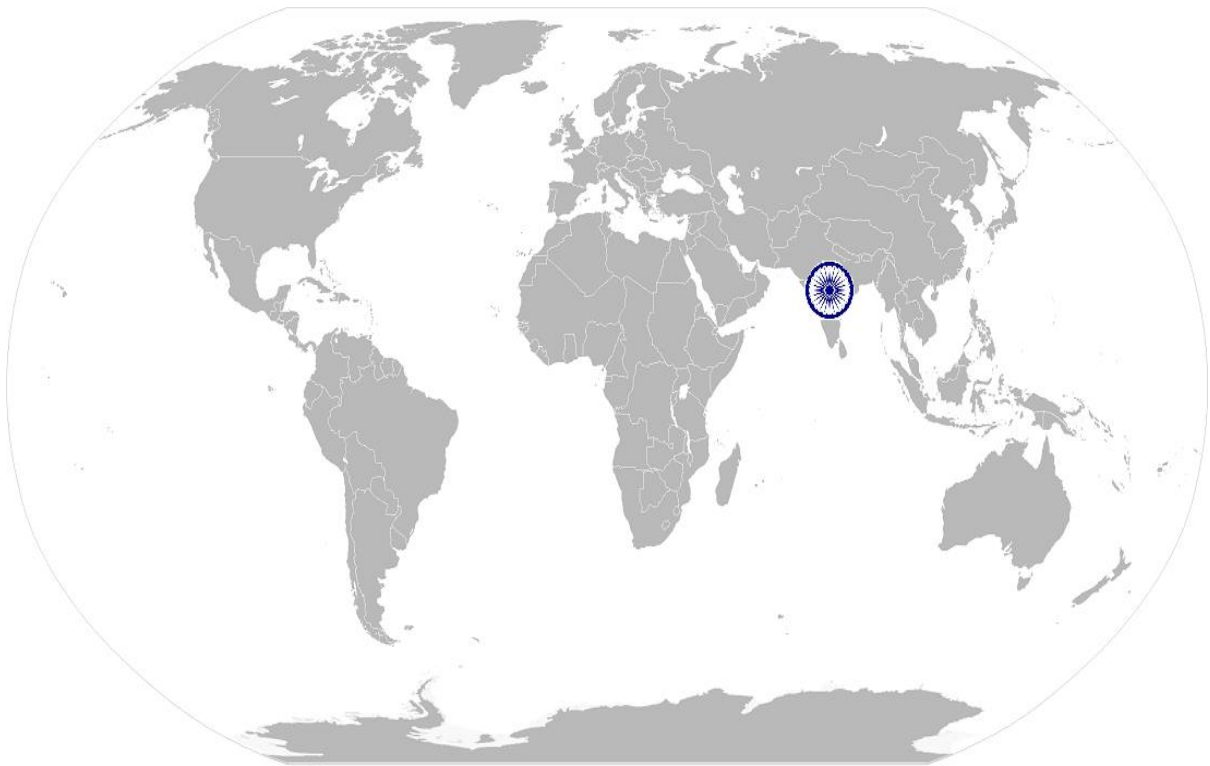
NOS Code	MEP/N2608		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Training Delivery	Next review date	08/03/2022



MEP/N2609

Identify new programs for training

National Occupational Standard



Overview

This unit is about the individual's effort to maintain a safe, healthy and secure working environment

MEP/N2609

Identify new programs for training

Unit Code	MEP/N2609
Unit Title (Task)	Identify new programs for training
Description	This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for planning for a facilitation of a related training program.
Scope	This unit/ task covers the following: <ul style="list-style-type: none"> Identify new programs for training in local industries
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Identify new programs for training in local industries	<p>To be competent, the user/ individual on the job must be able to:</p> <p>PC1. identify organisations in local area that would be interested in recruiting the learners being trained after their certification has been completed</p> <p>PC2. meet the HR/recruitment officers and seek information about vacancies and skill gap in the organisation</p> <p>PC3. identify emerging technologies, and trends, in the industry area that may affect the organisation's operations</p> <p>PC4. identify areas where training organisation can provide solutions to the organisation</p> <p>PC5. obtain feedback from local population on what training programs would they be willing to apply for through surveys</p> <p>PC6. ensure that the training requirement of all walk-in. telephonic and email queries are recorded</p> <p>PC7. identify the potential volumes of all new courses identified by considering similar target population in the local area</p> <p>PC8. share information regarding new courses that can be potentially run along with potential numbers with management</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	<p>The user/ individual on the job needs to know and understand:</p> <p>KA1. training Organisation's system policies and procedures such as: a. candidate selection b. rationale and purpose of competency-based assessment c. costs/resourcing</p> <p>KA2. organizational record-management systems and reporting requirements</p> <p>KA3. health Safety and Environment issues relating to delivery of competency based training</p> <p>KA4. work area inspection procedures and practices</p> <p>KA5. waste and dangerous materials disposal procedures and practices</p> <p>KA6. procedures for the recording, reporting and maintenance of workplace equipment</p>
B. Technical Knowledge	<p>The user/ individual on the job needs to know and understand:</p> <p>KB1. key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009</p>

MEP/N2609

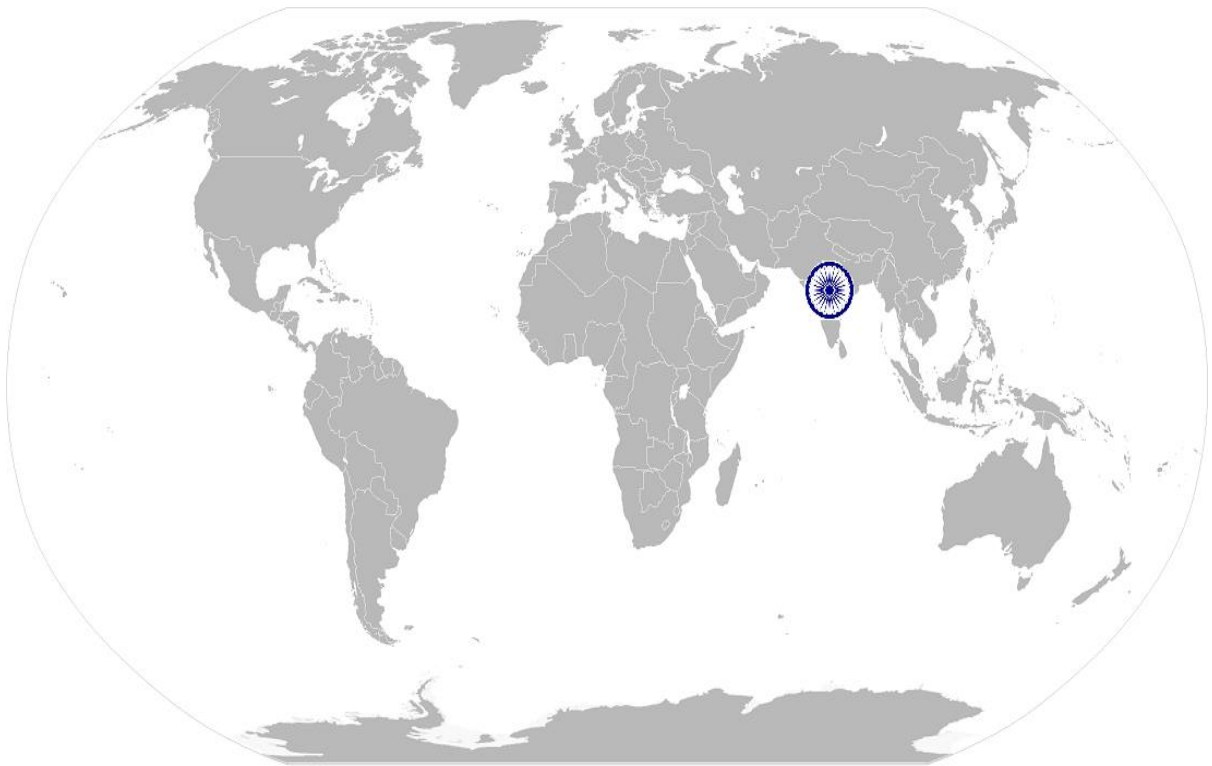
Identify new programs for training

	<p>KB2. current national quality assurance arrangements for training organisations and assessing bodies</p> <p>KB3. the various stakeholders of the skills ecosystem in our country Stake holders: MSDE, NSDA, NSDC, SSC, Training Providers, Assessment Bodies, DGET, ITIs, State Skill Missions, etc.</p> <p>KB4. various Vocational education schemes and their training delivery related guidelines</p> <p>KB5. importance of outcomes based training</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	The individual on the job needs to know and understand how to: SA1. create and fill training needs survey form SA2. write e-mails
	Reading Skills
	The individual on the job needs to know and understand how to: SA3. read 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. seek feedback from organisations and potential learners on the training requirements SA5. do discussion with HR teams on organisational manpower requirements SA6. share information obtained with business heads following established organisational communication channels
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. handle disruptions during trainings in a solution seeking and calm manner SB2. identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB3. deliver training program smoothly, on time while meeting the session objectives SB4. ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB5. identify and meet client and student needs
Problem Solving	The user/individual on the job needs to know and understand how to: SB6. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols

MEP/N2609

Identify new programs for training

	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. spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs



MEP/N2609

Identify new programs for training

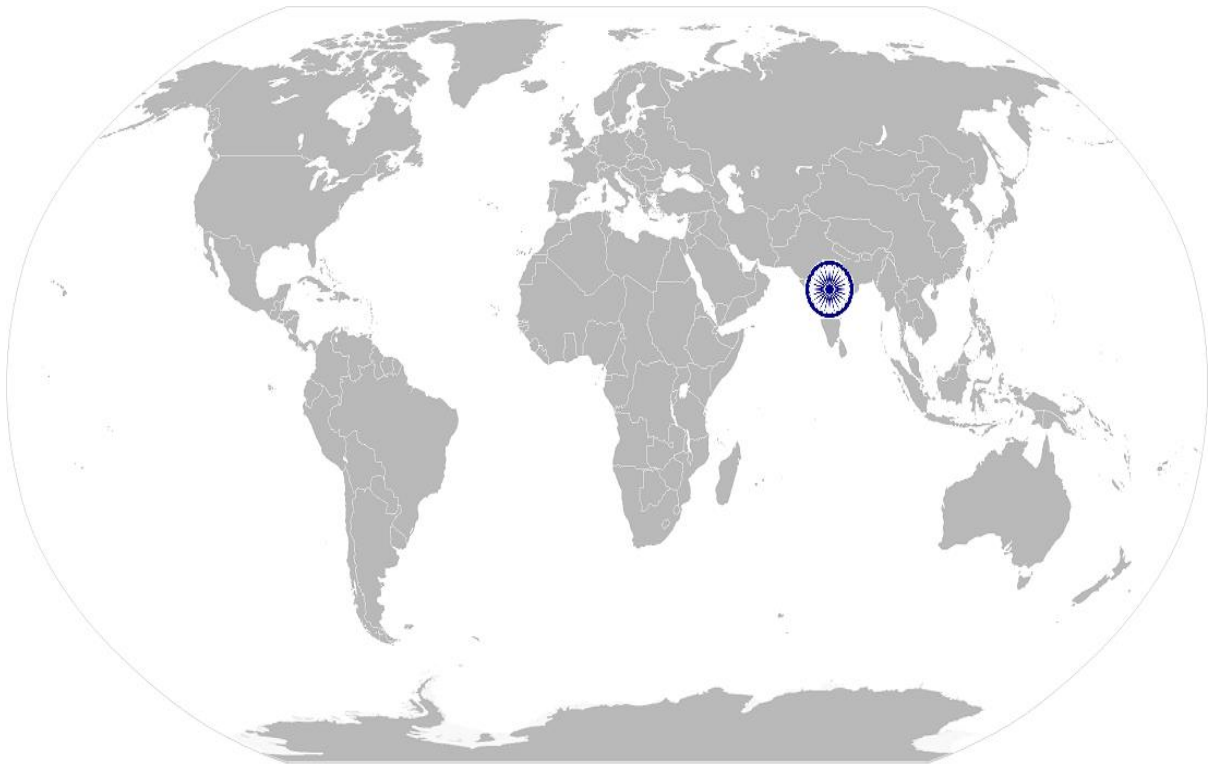
NOS Version Control

NOS Code	MEP/N2609		
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



MEP/N9912 Apply principles of professional practice to work as a learning and development professional

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.

MEP/N9912 Apply principles of professional practice to work as a learning and development professional

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

MEP/N9912 Apply principles of professional practice to work as a learning and development professional

	<p>cultural beliefs</p> <p>PC18. recognise potential ethical issues in the workplace and discuss with an appropriate person</p> <p>PC19. recognise unethical conduct and report to an appropriate person</p> <p>PC20. operate within an agreed ethical code of practice and ethics</p> <p>PC21. apply organisational guidelines and legal requirements on disclosure and confidentiality</p>
Work effectively with all stakeholders	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC22. identify and obtain clarity regarding organisational, team and own goals</p> <p>PC23. prioritise tasks at work as per organisational, team and own goals</p> <p>PC24. plan to meet team performance targets and standards</p> <p>PC25. monitor own and team performance as per agreed plan</p> <p>PC26. share all relevant information with stakeholders in agreed formats and as per agreed timelines</p> <p>PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes</p> <p>PC28. recognise, avoid and/or address any conflict of interest</p> <p>PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours</p> <p>PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	<p>The individual on the job needs to know and understand:</p> <p>KA1. organisation’s HR systems, policies and procedures</p> <p>KA2. organizational hierarchy and escalation matrix</p> <p>KA3. organisational health safety and environment</p> <p>KA4. work area inspection procedures and practices</p>
B. Technical Knowledge	<p>The individual on the job needs to know and understand:</p> <p>KB1. importance of displaying professional appearance behaviour at all times</p> <p>KB2. importance of developing personal and professional goals and objectives</p> <p>KB3. importance of identifying strengths and weaknesses in relation to goals and objectives</p> <p>KB4. how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives</p> <p>KB5. how to determine personal development needs</p> <p>KB6. importance of continuous learning and developing professional development</p>

MEP/N9912 Apply principles of professional practice to work as a learning and development professional

	<p>plan</p> <p>KB7. development opportunities to support continuous learning and maintain currency of professional practice</p> <p>KB8. developments and trends impacting on professional practice</p> <p>KB9. importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance</p> <p>KB10. perform tasks to the required workplace standard</p> <p>KB11. importance of discipline and ethics in a professional workplace</p> <p>KB12. importance of recognising unethical conduct and reporting to appropriate authority</p> <p>KB13. guidelines and legal requirements on disclosure and confidentiality</p> <p>KB14. importance of collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes</p> <p>KB15. how to recognise, avoid and/or address any conflict of interest</p> <p>KB16. types of inappropriate behaviours at the workplace and how to recognize them</p> <p>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</p> <p>KB17. how to respond to inappropriate behaviour towards self and others in a professional manner</p>
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

MEP/N9912 Apply principles of professional practice to work as a learning and development professional

	The individual on the job needs to know and understand how to: SB1. contain inappropriate behaviour such as violent or inappropriate language SB2. take appropriate actions in case of conflicts
	Plan and Organize
	The individual on the job needs to know and understand how to: SB3. plan to meet own and team performance targets and standards SB4. describe own role in achieving the goal SB5. describe others role in achieving the goal SB6. list activities, milestones and timelines SB7. identify the support and resources needed to help work towards the goal. SB8. plan and organise a personal development plan for self
	Customer Centricity
	The individual on the job needs to know and understand how to: SB9. provide quality services to all clients SB10. display professional appearance and behaviours to all internal and external clients
	Problem Solving
	The individual on the job needs to know and understand how to: SB11. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
	Analytical Thinking
	The individual on the job needs to know and understand how to: SB12. recognise, avoid and/or address any conflict of interest
	Critical Thinking
	The individual on the job needs to know and understand how to: SB13. identify own strengths and weaknesses with respect achieving performance standards on the job SB14. identify inappropriate behaviour and how to deal with it

MEP/N9912 Apply principles of professional practice to work as a learning and development professional

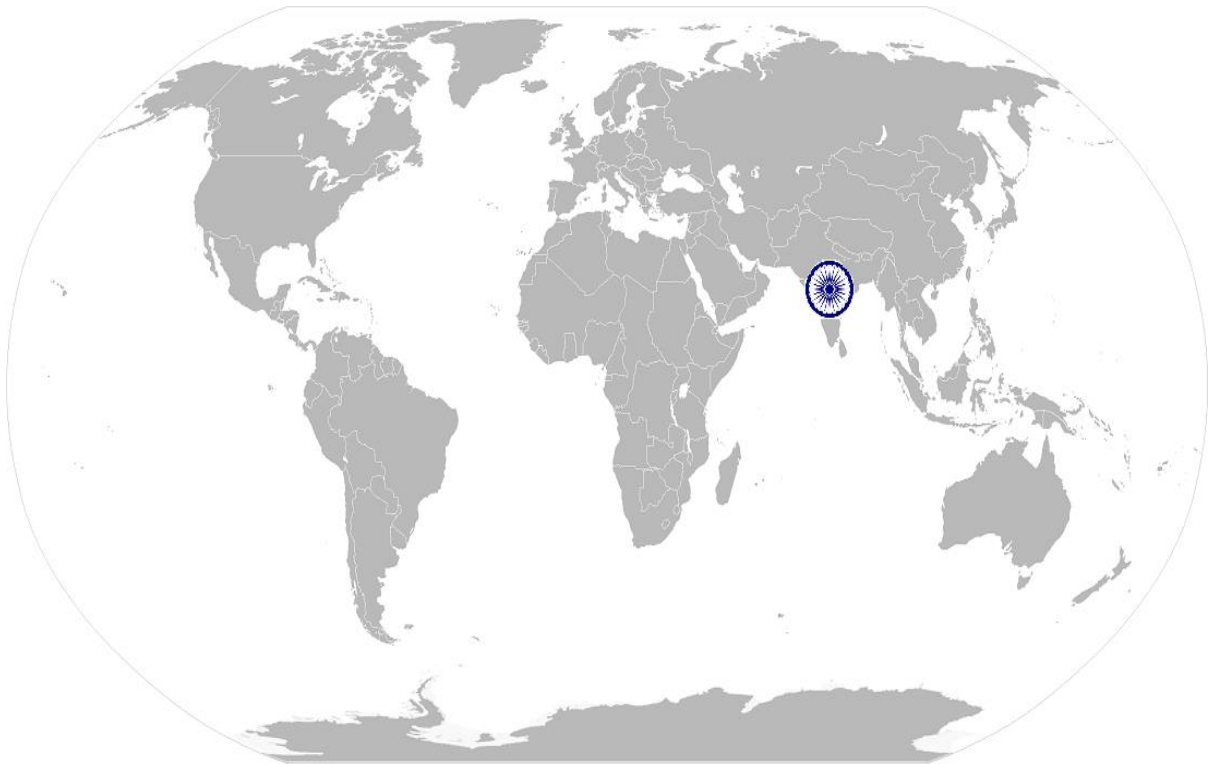
NOS Version Control

NOS Code	MEP/N9913		
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



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

National Occupational Standard



Overview

This unit is about the individual's effort to maintain a safe, healthy and secure working environment

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

National Occupational Standard

Unit Code	MEP/N9911
Unit Title (Task)	Apply health and safety practices applicable in a training and assessment environment
Description	This OS unit lists the outcomes, performance criteria, knowledge, understanding and skills required for ensuring that health and safety practices applicable in a training and assessment environment are applied.
Scope	This unit/ task covers the following: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

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

	<p>PC14. provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses</p> <p>PC15. assist learners in need of minor first aid in accordance with school or centre procedures</p>
Deal with emergency situations	<p>To be competent, the user/ individual on the job must be able to:</p> <p>PC16. recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility</p> <p>PC17. follow emergency procedures correctly in accordance with school/centre procedures</p> <p>PC18. seek assistance promptly from colleagues and/or other authorities where appropriate</p> <p>PC19. report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company /organization and its processes)	<p>The individual on the job needs to know and understand:</p> <p>KA1. training Organisation’s system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing</p> <p>KA2. organizational record-management systems and reporting requirements</p> <p>KA3. health Safety and Environment issues relating to delivery of competency based training</p> <p>KA4. work area inspection procedures and practices</p> <p>KA5. waste and dangerous materials disposal procedures and practices</p> <p>KA6. procedures for the recording, reporting and maintenance of workplace equipment</p>
B. Technical Knowledge	<p>The individual on the job needs to know and understand:</p> <p>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</p> <p>KB2. relevant Occupational Health and Safety regulations</p> <p>KB3. relevant statutory legislation</p> <p>KB4. relevant enterprise/site safety procedures</p> <p>KB5. enterprise /site emergency procedures and techniques</p> <p>KB6. environmental legislation</p> <p>KB7. how to provide Health and Safety instructions to others</p> <p>KB8. relevant enterprise/site safety procedures including identification of hazards and controlling of risks</p>
Skills (S)	
A. Core Skills/	Writing Skills
	<p>The individual on the job needs to know and understand how to:</p> <p>SA1. write health and safety compliance report</p>

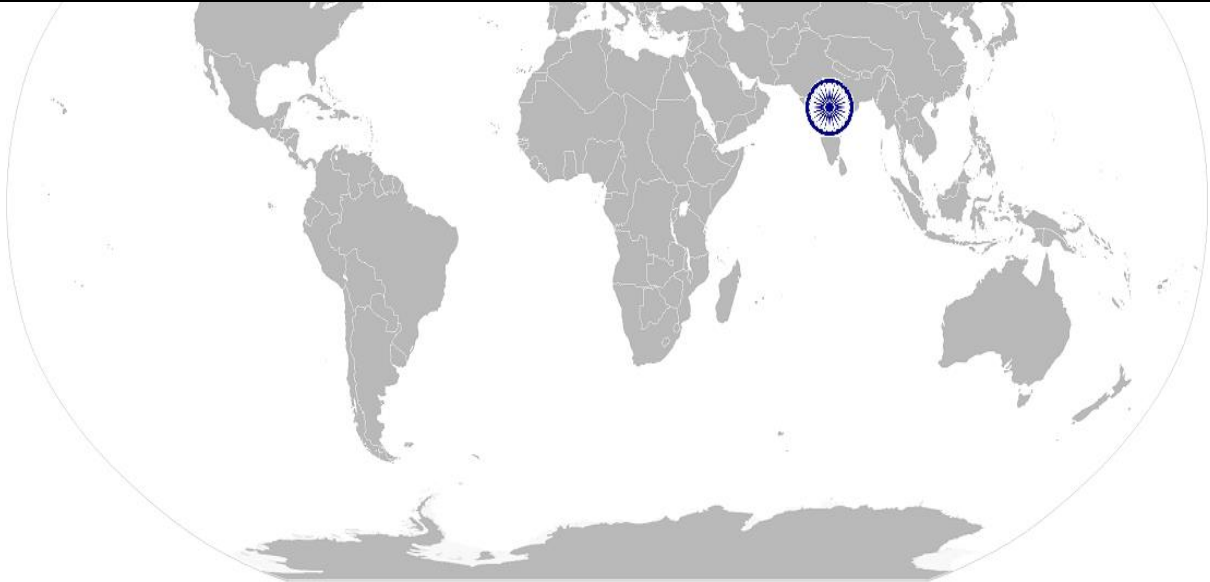
MEP/N9911 Apply health and safety practices applicable in a training and assessment environment

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

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

NOS Version Control

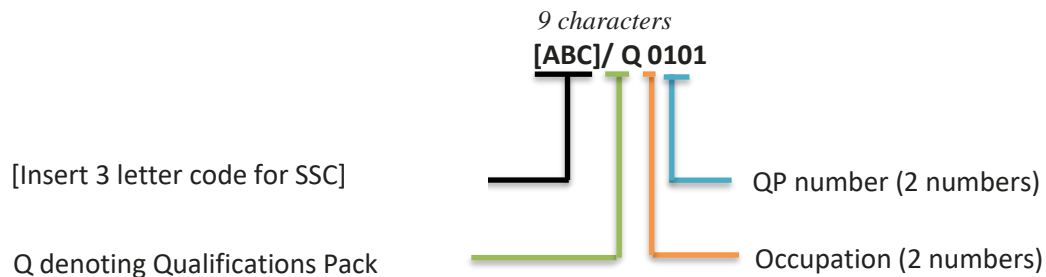
NOS Code	MEP/N9911		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Training Delivery	Next review date	08/03/2022



Annexure

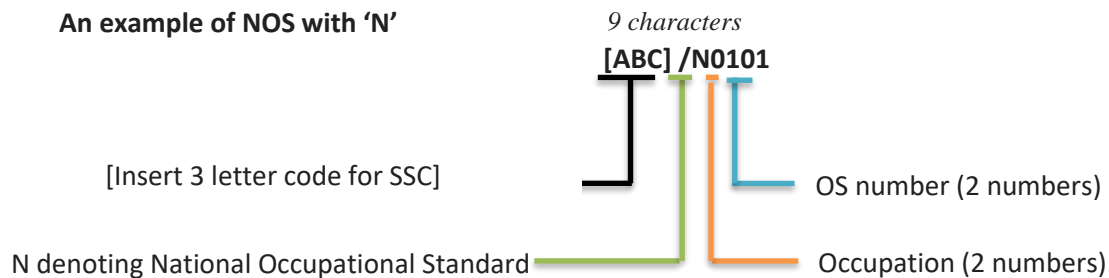
Nomenclature for QP and NOS

Qualifications Pack



Occupational Standard

An example of NOS with 'N'



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The following acronyms/codes have been used in the nomenclature above:

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

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

Criteria For Assessment Of Trainees

Job Role: Master Trainer

Qualification Pack: MEP/Q2602

Sector Skill Council: Management & Entrepreneurship and Professional Skills Council

Guidelines for Assessment:

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

Compulsory NOS				Marks Allocation	
Total Marks: 700					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness	PC1. obtain the competencies, occupational standards and performance criteria for trainers from authorized source	100	4	2	2
	PC2. share occupational standards and performance criteria with trainers and resolve any queries or clarification that they have with respect to the same		5	2	3
	PC3. obtain and extract relevant information from the training calendar of trainers whose performance is to be evaluated in advance		4	2	2
	PC4. create and share trainer performance observation schedule with administration and respective trainers in advance		5	2	3
	PC5. observe a training 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		5	2	3
	PC6. validate the observations and evidence of achievement of occupational standards by discussing with the trainer after training session		5	2	3

	PC7. obtain and analyse data pertaining to various trainer performance indicators to identify performance level of the trainers		5	2	3
	PC8. interview the trainers and obtain information about the problems they face		5	2	3
	PC9. identify areas of development for trainers based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment		3	1	2
	PC10. document results of trainer performance evaluation in prescribed format of the training organisation		5	2	3
	PC11. Provide feedback to the respective trainers and resolve their queries regarding the same		5	2	3
	PC12. establish parameters that are important to ensure training effectiveness of training program		4	2	2
	PC13. identify the data and information required, and access sources of information		4	1	3
	PC14. collect data and information, and store in compliance with the record keeping and privacy policies and procedures of the organisation		5	2	3
	PC15. identify and record potentially useful information that is not identified in the evaluation plan		3	1	2
	PC16. analyse the data and information to identify the effectiveness of the training program as per the parameters selected		4	1	3
	PC17. cross-check findings where possible by comparing with the results from different evaluation sources		4	2	2
	PC18. develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation parameters selected		5	2	3
	PC19. compare data and information with earlier data and information for same parameters and identify trends		4	2	2
	PC20. document areas of training program that are satisfactory and those requiring improvement		4	1	3
	PC21. identify factors affecting performance and suggest possible enhancements or alternatives to the training program		3	1	2
	PC22. document recommendations to stakeholders on areas of possible improvement in the prescribed format		4	2	2
	PC23. present the recommendations to stakeholders		5	2	3
		Total	100	40	60
MEP/N2606 Plan and facilitate trainer development	PC1. identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer	100	4	2	2

PC2.identify various methods that are best suited for the training needs	4	2	2
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 trainer schedule without disrupting work	4	2	2
PC6.have the training materials developed with the help of 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 trainers undergo the development plan	5	2	3
PC9.receive or finalise calendar for trainer training from authorised source	5	2	3
PC10.confirm availability to the organisers for the training session	3	1	2
PC11.study profile of candidates coming for training to identify special training requirements if any	5	2	3
PC12.receive session plan, occupational standards and training materials for training provided by authorised source	5	2	3
PC13.facilitate trainer training program as per the program design provided	4	1	3
PC14.conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc.	5	2	3
PC15.monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met	3	1	2
PC16.adjust the delivery sessions to reflect specific needs and circumstances	4	1	3
PC17.provide additional assistance to individual trainers as required to achieve session outcomes	4	2	2
PC18.maintain and store learner records according to organisational requirements	5	2	3
PC19.monitor the cleanliness and tidiness of the training room	4	1	3
PC20.notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel	4	1	3
PC21.securing equipment and tools in safe places in accordance with procedures	3	1	2
PC22.ensure that training equipment and tools are used and left in good condition	5	2	3
PC23.complete learner records accurately and submit or process and in the required timeframes	4	1	3

		Total	100	40	60
MEP/N2607 Conduct trainings that require advanced facilitation skills	PC1. discuss learning outcomes with group and identify possible learning barriers and support required to address them	100	5	2	3
	PC2. facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies		6	2	4
	PC3. use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes		5	2	3
	PC4. observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum		6	2	4
	PC5. integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices		6	2	4
	PC6. manage groups in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members		7	2	5
	PC7. modify (if necessary) facilitation of the session as contingencies arise in the learning situation, resource availability, learner needs, and time constraints		5	2	3
	PC8. create opportunities to monitor learner's progress against the agreed outcomes		5	2	3
	PC9. carry out debriefing of learning activities by asking participants to share their reactions and experience, asking appropriate questions and helping participants process and interpret their experiences.		5	2	3
	PC10. enable learners to develop or use the concepts highlighted in a training session		5	2	3
	PC11. enable learners to complete individual and group learning activities including case studies, games, simulations etc.		5	2	3
	PC12. help participants identify key learning points that emerge from learning activities		5	2	3
	PC13. provide participants feedback by reinforcing correct responses and assisting when incorrect.		5	2	3
	PC14. facilitate participants in identifying the use or application of the learning at their workplace		6	2	4
	PC15. include participants in moderate risk activities and decision making		6	3	3
	PC16. generate active participant involvement by various strategies:		6	3	3
	PC17. emphasize positive learning by clarifying the outcomes associated with completed training		6	3	3
	PC18. encourage participants to share their experience to enable them to actively contribute to		6	3	3

	training				
		Total	100	40	60
MEP/N2608 Customize training program as per special requirements of learners and local environment	PC1. identify environmental conditions and their potential impact on training practice	100	8	3	5
	PC2. research the characteristics of learners with complex needs and identify potential barriers to learning, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles		8	3	5
	PC3. analyse the factors that influence individual learning needs, preferences and styles		8	3	5
	PC1. identify specific learning gaps of the batch of learners that have not been catered to in the training material received		8	3	5
	PC2. develop and adjust training strategies and customise learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles		8	3	5
	PC3. design learning experiences to meet specific learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment		8	3	5
	PC4. adjust training design and session plan to accommodate large differences amongst the learners		8	3	5
	PC5. review participant training material and customize the instructional material to the local environmental conditions and specific needs of the batch of learners		8	3	5
	PC6. develop learning objectives, training plan and training materials for bridge courses for learning gaps identified for batch of learners		9	4	5
	PC7. create and distribute appropriate pre-training assignments as necessary		9	4	5
PC8. provide additional guidance to help learners fit the learning material to their training needs	9	4	5		
PC9. customize training instructions to situational constraints such as variability in training experiences and ability levels.	9	4	5		
		Total	100	40	60
MEP/N2609 Identify new programs for training	PC1. identify organisations in local area that would be interested in recruiting the learners being trained after their certification has been completed	100	13	5	8
	PC2. meet the HR/recruitment officers and seek information about vacancies and skill gap in the organisation		13	5	8
	PC3. identify emerging technologies, and trends, in the industry area that may affect the organisation's operations		12	5	7

	PC4. identify areas where training organisation can provide solutions to the organisation		13	5	8
	PC5. obtain feedback from local population on what training programs would they be willing to apply for through surveys		13	5	8
	PC6. ensure that the training requirement of all walk-in. telephonic and email queries are recorded		12	5	7
	PC7. identify the potential volumes of all new courses identified by considering similar target population in the local area		12	5	7
	PC8. share information regarding new courses that can be potentially run along with potential numbers with management		12	5	7
		Total	100	40	60
MEP/N9912 Apply principles of professional practice at the workplace	PC1.display appropriate professional appearance for the workplace	100	3	1	2
	PC2.interact with team members, clients, vendors, visitors and other stakeholders in a professional manner		3	1	2
	PC3.develop personal and professional goals and objectives		3	1	2
	PC4.identify strengths and weaknesses in relation to goals and objectives		3	1	2
	PC5.evaluate own capacity to meet goals and objectives		3	1	2
	PC6.determine personal development needs to perform role as per desired standards		3	1	2
	PC7.develop a professional development plan to enhance professional capabilities		4	1	3
	PC8.document a professional practice plan designed to support the achievement of goals		3	1	2
	PC9.select and implement development opportunities to support continuous learning and maintain currency of professional practice		3	1	2
	PC10.research developments and trends impacting on professional practice and integrate information into work performance		3	1	2
	PC11.invite peers and others to observe, and provide feedback, on own performance and practices		3	1	2
	PC12.use feedback from colleagues and clients to identify and introduce, improvements in work performance		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