

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

What are Occupational Standards(OS) ?

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

Contact Us:

Management & Entrepreneurship and Professional Skills Council (MEPSC)
14 Management House, Institutional Area, Lodhi Road, New Delhi- 110003, Delhi, India

E-mail: info@mepsc.in



Contents

1. Introduction and Contacts.....	1
2. Qualifications Pack.....	2
3. Glossary of Key Terms	3
4. OS Units.....	5
5. Annexure: Nomenclature for QP & OS.....	32
6. Assessment Criteria.....	34

Introduction

Qualifications Pack- Assessor

SECTOR/S: MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS

SUB-SECTOR: Training and Assessment

OCCUPATION: Assessment

REFERENCE ID: MEP/Q2701

ALIGNED TO: NCO-2015/ 2320.0101

Brief Job Description: The assessor assesses candidates in an area of subject matter expertise in a range of contexts on occupational standards. They coordinate with the assessing body, training provider or client organisation to ensure smooth and timely completion of work.

Personal Attributes: The individual must have expertise in the technical/vocational domain in which assessment is taking place. They must have strong communication, organizational and interpersonal skills. They must have sharp observation skills, be quality focused and well-organized at work. Additionally, they should remain abreast with the latest trends in their domain and upgrade their assessment related skills.

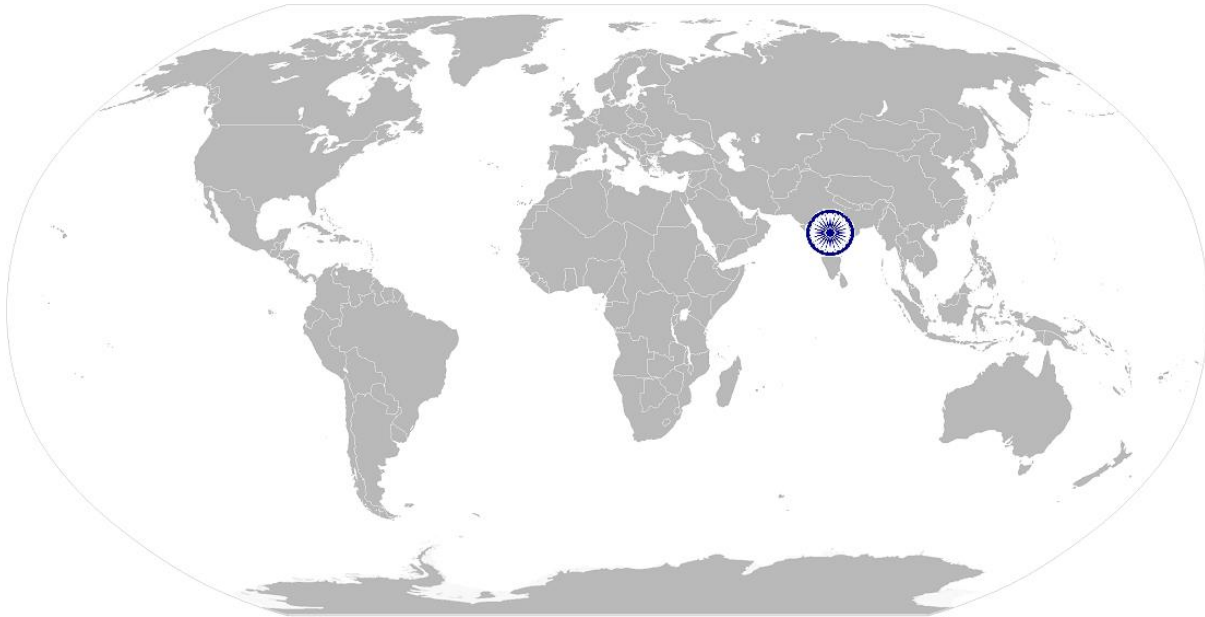
Job Details	Qualifications Pack Code	MEP/Q2701		
	Job Role	Assessor (Applicable for National Scenarios)		
	Credits	TBD	Version number	1.0
	Sector	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
	Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
	Occupation	Assessment	Next review date	08/03/2022
	NSQC Clearance on	19/12/2018		

Job Role	Assessor
Role Description	Assess candidates in an area of subject matter expertise in a range of contexts on occupational standards.
NSQF level	5
Minimum Educational Qualifications	Certified on the technical/vocational standards that they will be assessing on, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.). He/ She should have relevant educational qualification of the assessor in the respective sector's job role.
Maximum Educational Qualifications	NA
Prerequisite License or Training	Certified on the technical/vocational standards that they will be assessing on, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)
Minimum Job Entry Age	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)
Experience	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)
Applicable National Occupational Standards (NOS)	<p>Compulsory:</p> <ol style="list-style-type: none"> MEP/N2701 Plan and organize for competency based assessment MEP/N2702 Assess vocational skills, knowledge and understanding MEP/N9911 Apply health and safety practices applicable in a training and assessment environment MEP/N9912 Apply principles of professional practice at the workplace
Performance Criteria	As described in the relevant OS units

Keywords /Terms	Description
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or an area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Sub-function	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance criteria are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

Knowledge and Understanding	Knowledge and understanding are statements which together specify the technical, generic, professional and organisational specific knowledge that 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

National Occupational Standard



Overview

This unit is about planning before starting an assessment to ensure that it is conducted smoothly, and in alignment to the established procedure.

MEP/N2701

Plan and organize for competency based assessment

National Occupational Standard

Unit Code	MEP/N2701
Unit Title (Task)	Plan and organize for competency based assessment
Description	This OS unit is about planning before starting an assessment to ensure that it is conducted smoothly and in alignment to the established procedure.
Scope	This unit/ task covers the following: <ul style="list-style-type: none"> Plan and organise for competency based assessment
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Plan and organise for competency based assessment	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. identify the standards/criteria to be used for assessment</p> <p>PC2. read and interpret the assessment strategy</p> <p>PC3. review details of the assessment job Details: List of candidate s who have to be assessed, location/venue, date/time of assessment, contact person and contact details, standards on which assessment has to be conducted, assessment tools and methods to be employed, etc.</p> <p>PC4. identify the details of assessment job Details: eg. types and sufficiency of evidence required (of performance in the work environment, of knowledge and/or understanding); Tools and equipment required for practical and theoretical assessments; location and resources required for the assessment; time and duration of the assessment; equipment and material to be taken along for the assessment by the assessor; specific learner needs and any support required</p> <p>PC5. plan how to manage the assessment process and how to record assessment processes and decisions</p> <p>PC6. check contact venue, materials, physical resources and other details of the assessment are in place and report any discrepancy to relevant personnel</p> <p>PC7. amend assessment plan if required in discussion with instructional design and co-ordination team</p> <p>PC8. review assessment tools and instruments to check what is the evidence requirements and assessment criteria</p> <p>PC9. ensure tools and equipment required for observing and recording evidence is in order</p> <p>PC10. reach venue for the assessment at appropriate date, time with relevant materials, questionnaires tools, recorders etc.</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company)	<p>The individual on the job needs to know and understand:</p> <p>KA1. assessment body's system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing</p> <p>KA2. assessment body's assessment system policies and procedures</p>

MEP/N2701

Plan and organize for competency based assessment

/organization and its processes)	<p>Procedures: candidate selection; rational and purpose of competency-based assessment; assessment records/data management/ information management; recognition of prior learning/credit arrangements; assessors - needs, qualifications, maintaining currency; assessment reporting procedures; assessment appeals; candidate grievances/complaints; validation; evaluation/internal audit; costs/resourcing; access and equity/reasonable adjustment; links with overall quality management system, Health Safety and Environment issues relating to delivery of competency based training</p> <p>KA3. work area inspection procedures and practices</p> <p>KA4. waste and dangerous materials disposal procedures and practices</p> <p>KA5. 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. the candidate group profile, including characteristics and needs of individual candidates in the group</p> <p>KB2. how to set up assessment facilities, equipment and tools such as areas appropriate to the assessment method, recorders and speakers, Cameras, Video camera, Flip charts with markers, Whiteboard and whiteboard markers, Question paper (In hard copy or soft copy), Other tools, equipment and material required for practical assessment</p> <p>KB3. key factors to consider when planning assessment Key factors: standards/criteria to be used; types and volume of evidence required; choice of assessment methods; communication with learner and others involved; location and resources; time and duration of assessment; specific learner needs and any support required; how to manage the assessment process; recording assessment processes and decisions; feedback to learner; the importance of complying with the relevant assessment strategy if planning the assessment of a qualification</p> <p>KB4. strengths and limitations of a range of assessment methods with reference to the needs of individual learners Range of assessment methods: observation of performance in the work environment; examining products of work; discussing with the learner; use of others (witness testimony); looking at candidate statements; recognising prior learning; assessments in simulated environments; skills tests; oral and written questions; assignments; projects; case studies</p> <p>KB5. specific resources, equipment and support services available for candidates with special needs</p> <p>KB6. policies and procedures relevant to the learning and assessment environment</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. prepare required documentation and collate evidence in required format</p> <p>SA2. document assessment decisions</p>

MEP/N2701

Plan and organize for competency based assessment

	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA3. read and interpret relevant information including assessment plans and assessment tools and instruments
	Oral Communication (Listening and Speaking skills)
	The user/ individual on the job needs to know and understand how to: SA4. discuss evidence-gathering processes with practitioners and candidates SA5. give clear and precise instructions SA6. ask effective questions SA7. provide clarification SA8. ask appropriate questions to clarify and confirm instructions for evidence gathering SA9. discuss the assessment outcome and provide feedback to the appropriate authority
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. weigh up the evidence and make assessment decisions SB2. recognise a candidate's prior learning SB3. consider and recommend reasonable adjustments
	Plan and Organize
	The user/ individual on the job needs to know and understand how to: SB4. use organisational skills to collect evidence SB5. use time-management skills to schedule assessment events and activities
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB6. observe candidate performance and use appropriate instruments to record behaviours against criteria SB7. identify when candidate may need assistance during the assessment processes
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB8. handle any objections during the assessment in consultation with relevant stake holders
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB9. interpret assessment tools and other assessment information, including those used in RPL such as identify candidate needs, make judgements based on assessment of available evidence
	Critical Thinking
The user/ individual on the job needs to know and understand how to: SB10. spot process disruptions and delays SB11. spot unethical practices	

MEP/N2701 Plan and organize for competency based assessment

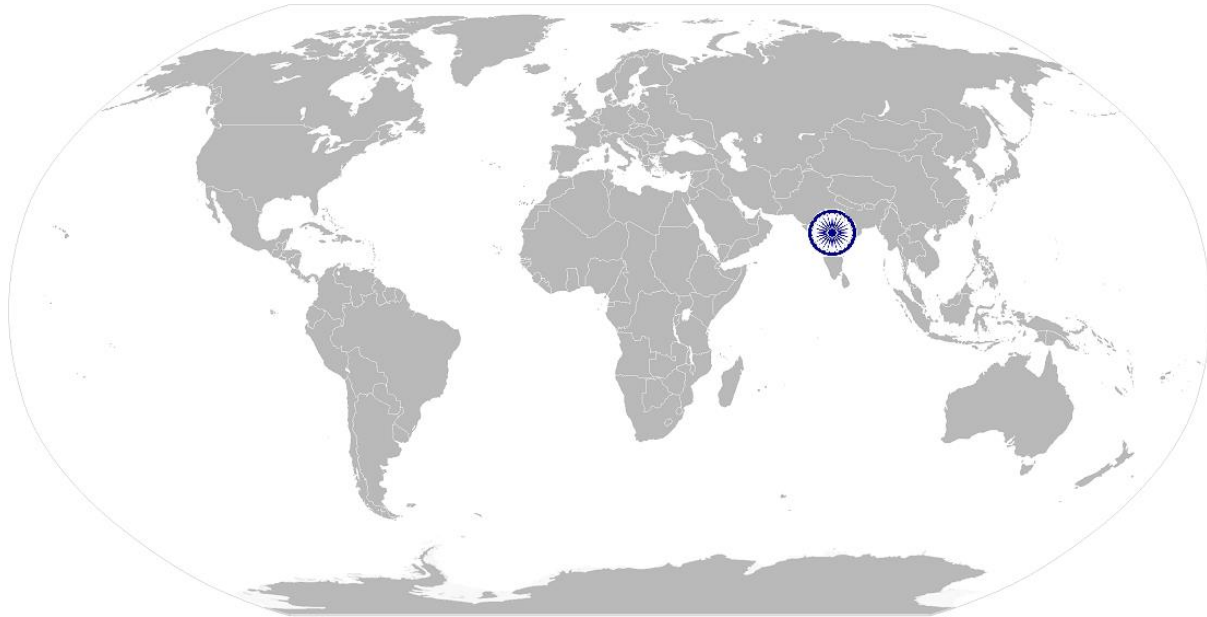
NOS Version Control

NOS Code	MEP/N2701		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Assessment	Next review date	08/03/2022



MEP/N2702 Assess vocational skills, knowledge and understanding

National Occupational Standard



Overview

This unit refers to cumulative skills and knowledge required to conduct assessments as per the set standards.

MEP/N2702 Assess vocational skills, knowledge and understanding

National Occupational Standard	Unit Code	MEP/N2702
	Unit Title (Task)	Assess vocational skills, knowledge and understanding
	Description	This OS unit is about assessing vocational skills, knowledge and understanding as per set standards.
	Scope	<p>This unit/ task covers the following:</p> <ul style="list-style-type: none"> • Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance • Make the assessment decision • Document and verify assessment results and evidences • Undertake post-assessment activities
	Performance Criteria(PC) w.r.t. the Scope	
	Element	Performance Criteria
	Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance	<p>To be competent, the user/ individual on the job must be able to:</p> <p>PC1. communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners</p> <p>PC2. instruct the candidates at the start of the assessment regarding duration of the assessment, rules to be followed, entire process and penalties for breaking of the rules</p> <p>PC3. mark attendance as per the standard practice</p> <p>PC4. gather required documents from learners</p> <p>PC5. manage assessments of vocational skills, knowledge and understanding to meet assessment requirements</p> <p>PC6. follow procedures for the confidentiality of assessment information</p>
	Make the assessment decision	<p>To be competent, the user/ individual on the job must be able to:</p> <p>PC7. interpret assessment standards/criteria correctly</p> <p>PC8. match and measure evidence against assessment standards/criteria</p> <p>PC9. examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body</p> <p>PC10. ensure that judgement is consistent and based on the available evidence and rules of evidence</p> <p>PC11. follow standardisation procedures to ensure that the assessment decisions are not skewed or unfair</p>
	Document and verify assessment results and evidences	<p>To be competent, the user/ individual on the job must be able to:</p> <p>PC12. use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.</p> <p>PC13. check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences</p> <p>PC14. document the results on paper templates as well as online forms and</p>

MEP/N2702 Assess vocational skills, knowledge and understanding

	<p>templates as prescribed accurately</p> <p>PC15. complete candidate records accurately and submit or process in the required time frame</p> <p>PC16. secure, label and pack the evidences accurately as per standard procedures adopted by an assessment body</p>
Undertake post-assessment activities	<p>To be competent, the user/ individual on the job must be able to:</p> <p>PC17. monitor the cleanliness and tidiness of the assessment area</p> <p>PC18. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel</p> <p>PC19. secure the equipment and tools used during assessment while ensuring that they are in good condition</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. assessment body's system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing</p> <p>KA2. assessment body's assessment system policies and procedures Procedures: candidate selection; rationale and purpose of competency-based assessment; assessment records/data management/ information management; recognition of prior learning/credit arrangements; assessors - needs, qualifications, maintaining currency; assessment reporting procedures; assessment appeals; candidate grievances/complaints; validation; evaluation/internal audit; costs/resourcing; access and equity/reasonable adjustment; links with overall quality management system Health Safety and Environment issues relating to delivery of competency based training</p> <p>KA3. work area inspection procedures and practices</p> <p>KA4. waste and dangerous materials disposal procedures and practices</p> <p>KA5. 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 functions of assessment in learning and development</p> <p>KB2. importance of communicating the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners</p> <p>KB3. key concepts and principles of assessment as a process of making judgments of learners' knowledge, skills and competence against set criteria; what is meant by validity and reliability; the role of evidence in making assessment decisions; what is meant by evidence being authentic, sufficient and current, the importance of objectivity and fairness to learners; the importance of transparency for the learner</p> <p>KB4. types of risks that may be involved in assessment and how to minimise them Type of risks: health and safety related; unrealistic/unnecessary stress on the candidate; inauthentic evidence/collusion/unjustifiable support to the candidate; over-assessment; potential for unfairness to candidate; failing to meet the requirements of any relevant assessment strategy if assessing a</p>

MEP/N2702

Assess vocational skills, knowledge and understanding

	<p>qualification</p> <p>KB5. how to apply assessment tools such as any instrument and procedure for gathering and interpreting evidence in accordance with designated assessment methods, the use of relevant technology used when deploying assessment tools (eg: tablets, simulators), instruments to gather 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</p> <p>KB6. how to interpret and apply the Principles of Assessment such as Fairness, Flexibility, Validity (face, content, criterion i.e. predictive and concurrent), construct and consequential, Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and intra-rater)</p> <p>KB7. how to interpret and apply the Rules of Evidence such as Validity, Sufficiency, Authenticity and Currency</p> <p>KB8. principles of reasonable adjustment</p> <p>KB9. purpose and features of evidence and different types of evidence used in competency-based assessments, including RPL</p> <p>KB10. the different types of assessment methods, including suitability for collecting various types of evidence, such as direct observation, for example real work/real time activities at the workplace; work activities in a simulated workplace environment, structured activities, for example simulation exercises and role-plays; projects; presentations; activity/job sheets, questioning, for example written questions; interviews; self-assessment; verbal questioning; questionnaires; oral or written examinations, portfolios of evidence, for example collection of work samples compiled by candidate; product with supporting documentation; historical evidence; journal or log book; information about life experience, review of products, for example testimonials and reports from employers and supervisors; evidence of training; authenticated prior achievements; interview with employer, supervisor or peer</p> <p>KB11. how to judge whether evidence is valid, authentic, current and sufficient</p> <p>KB12. relevant procedures to follow when there are disputes concerning assessment</p> <p>KB13. technology used in the assessment process Technology: eg. video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.</p> <p>KB14. techniques to create and maintain a safe, encouraging environment with no unfair practices such as encouraging learner participation, monitoring non-verbal and verbal communication of participants, give clear instructions at appropriate pace, provide opportunities for learners to seek clarification be clear in the instructions/questions before attempting, monitoring learner progress and ensure they are not communicating with each other, ensure there is no unauthorised personnel in the assessment area, ensure all</p>
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MEP/N2702 Assess vocational skills, knowledge and understanding

	authorised personnel are only engaged in the duties that they have been given, remove all electronic devices that are not pertaining to the assessment such as personal mobile phones, laptops, tablets, etc.
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. prepare required documentation and collate evidence in required format SA2. document assessment decisions
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA3. read and interpret relevant information including assessment plans and assessment tools and instruments
	Oral Communication (Listening and Speaking skills)
	The user/ individual on the job needs to know and understand how to: SA4. discuss evidence-gathering processes with practitioners and candidates SA5. give clear and precise instructions SA6. ask effective questions SA7. provide clarification SA8. ask appropriate questions to clarify and confirm instructions for evidence gathering SA9. discuss the assessment outcome and provide feedback to the appropriate authority
	B. Professional Skills
	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. weigh up the evidence and make assessment decisions SB2. recognise a candidate's prior learning SB3. consider and recommend reasonable adjustments
Plan and Organize	
The user/ individual on the job needs to know and understand how to: SB4. use organisational skills to collect evidence SB5. use time-management skills to schedule assessment events and activities	
Customer Centricity	
The user/ individual on the job needs to know and understand how to: SB6. observe candidate performance and use appropriate instruments to records behaviours against criteria SB7. identify when candidate may need assistance during the assessment processes	
Problem Solving	
The user/ individual on the job needs to know and understand how to: SB8. handle any objections during the assessment in consultation with relevant stake holders	

National Occupational Standards

MEP/N2702 Assess vocational skills, knowledge and understanding

	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB9. analyse and interpret skills to interpret assessment tools and other assessment information, including those used in RPL, identify candidate needs, make judgements based on assessment of available evidence
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB10. spot process disruptions and delays SB11. spot unethical practices



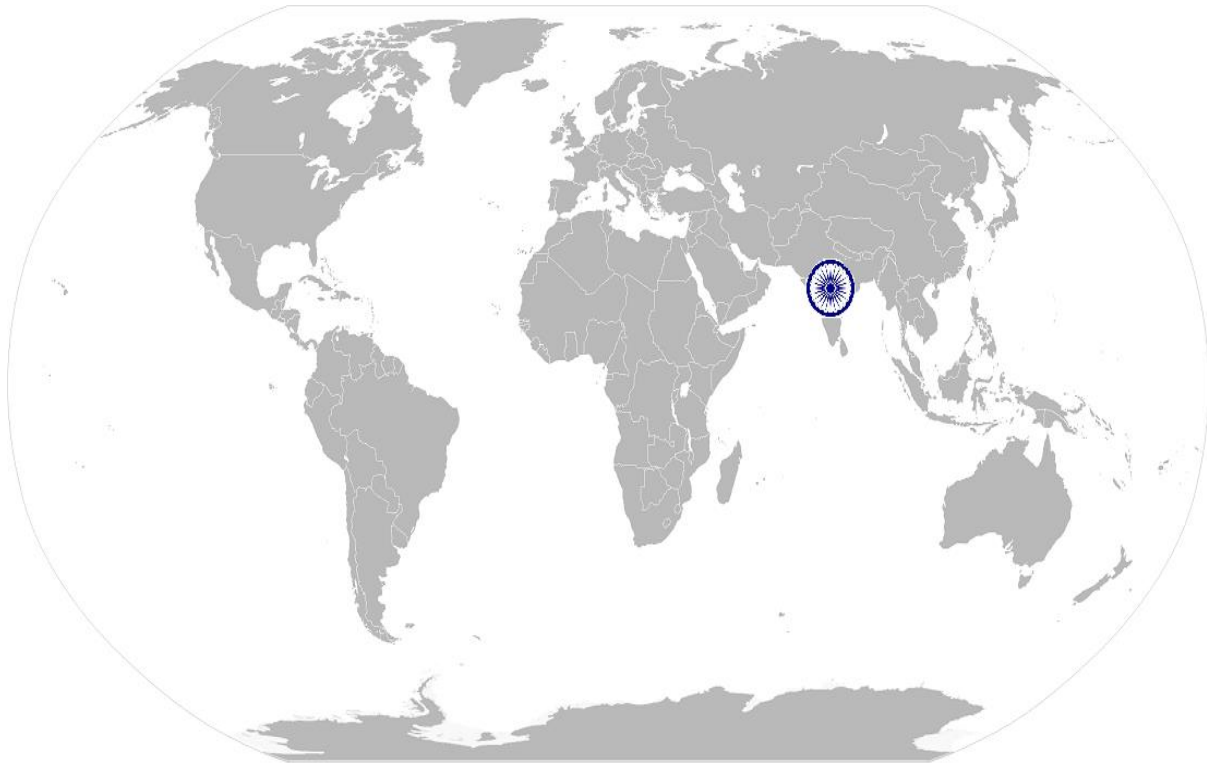
MEP/N2702 Assess vocational skills, knowledge and understanding

NOS Version Control

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Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
Industry Sub-sector	Training and Assessment	Last reviewed on	08/03/2018
Occupation	Assessment	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>

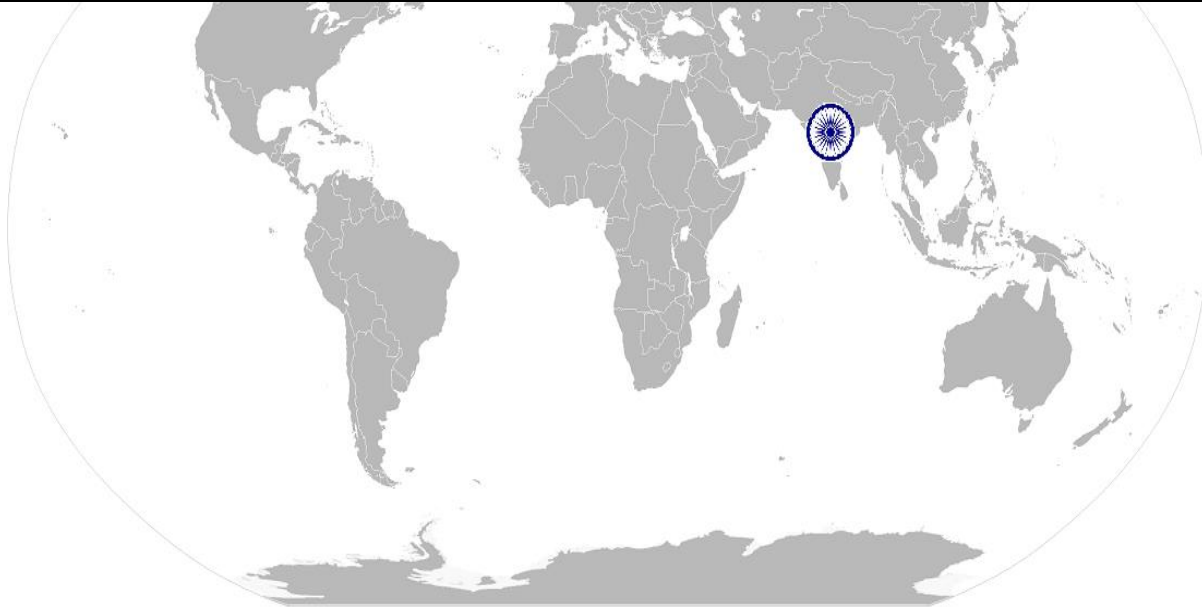
MEP/N9911 Apply health and safety practices applicable in a training and assessment environment

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

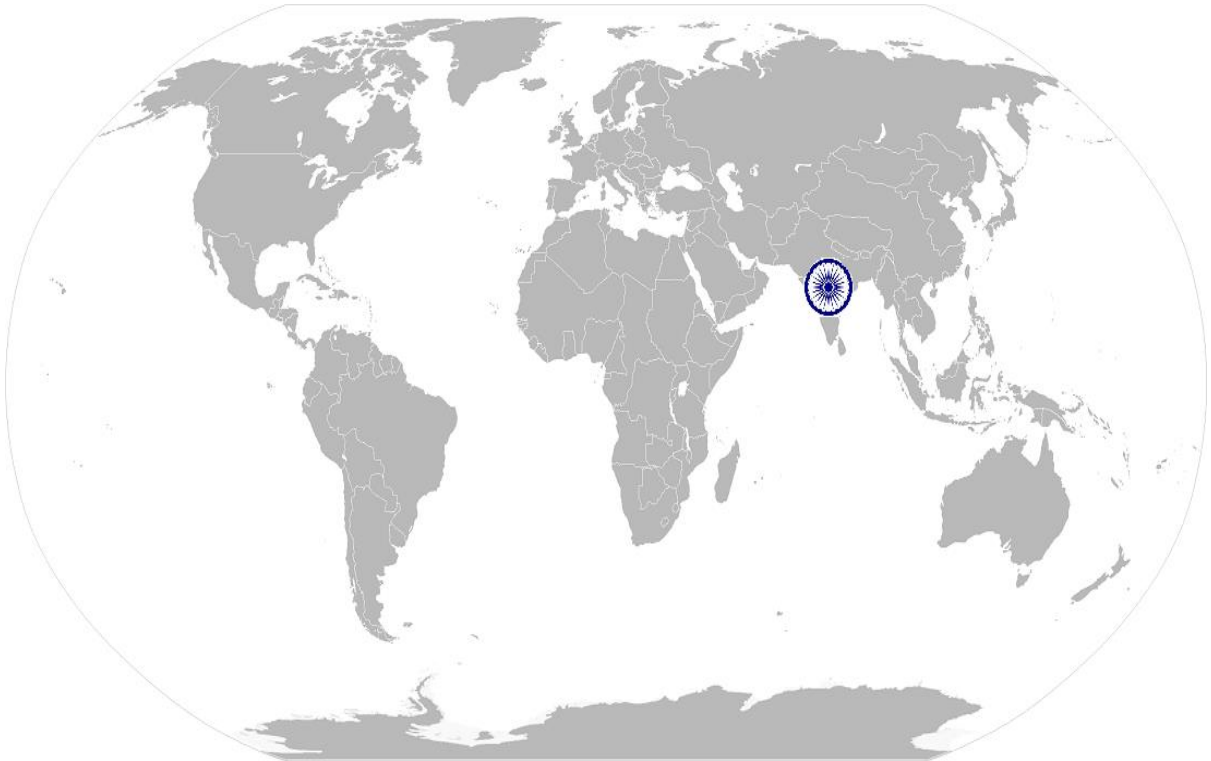
NOS Version Control

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	Assessment	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: PC1. display appropriate professional appearance for the workplace PC2. interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner Professional: eg. polite, courteous, calm, decisive, etc.
	Maintain and enhance professional competence	To be competent, the user/individual on the job must be able to: PC3. develop personal and professional goals and objectives PC4. identify strengths and weaknesses in relation to goals and objectives PC5. evaluate own capacity to meet goals and objectives PC6. determine personal development needs to perform role as per desired standards PC7. develop a professional development plan to enhance professional capabilities PC8. document a professional practice plan designed to support the achievement of goals PC9. select and implement development opportunities to support continuous learning and maintain currency of professional practice PC10. research developments and trends impacting on professional practice and integrate information into work performance PC11. invite peers and others to observe, and provide feedback, on own performance and practices PC12. use feedback from colleagues and clients to identify and introduce, improvements in work performance
	Work in a disciplined and ethical manner	To be competent, the user/individual on the job must be able to: PC13. perform tasks to the required workplace standard PC14. complete duties accurately, systematically and within required timeframes PC15. follow organisational policies PC16. protect the rights of the client and organisation when delivering services PC17. ensure services are delivered equally to all clients regardless of personal and cultural beliefs

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

	<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>PC1. identify and obtain clarity regarding organisational, team and own goals</p> <p>PC2. prioritise tasks at work as per organisational, team and own goals</p> <p>SB1. plan to meet team performance targets and standards</p> <p>PC3. monitor own and team performance as per agreed plan</p> <p>PC4. share all relevant information with stakeholders in agreed formats and as per agreed timelines</p> <p>PC5. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes</p> <p>PC6. recognise, avoid and/or address any conflict of interest</p> <p>PC7. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours</p> <p>PC8. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy</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>
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 plan</p>

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

	<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 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
	The individual on the job needs to know and understand how to: SB2. contain inappropriate behaviour such as violent or inappropriate language

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

	SB3. take appropriate actions in case of conflicts
	Plan and Organize
	The individual on the job needs to know and understand how to: SB4. plan to meet own and team performance targets and standards SB5. describe own role in achieving the goal SB6. describe others role in achieving the goal SB7. list activities, milestones and timelines SB8. identify the support and resources needed to help work towards the goal. SB9. plan and organise a personal development plan for self
	Customer Centricity
	The individual on the job needs to know and understand how to: SB10. provide quality services to all clients SB11. display professional appearance and behaviours to all internal and external clients
	Problem Solving
	The individual on the job needs to know and understand how to: SB12. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
	Analytical Thinking
	The individual on the job needs to know and understand how to: SB13. recognise, avoid and/or address any conflict of interest
	Critical Thinking
	The individual on the job needs to know and understand how to: SB14. identify own strengths and weaknesses with respect achieving performance standards on the job SB15. identify inappropriate behaviour and how to deal with it

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

NOS Version Control

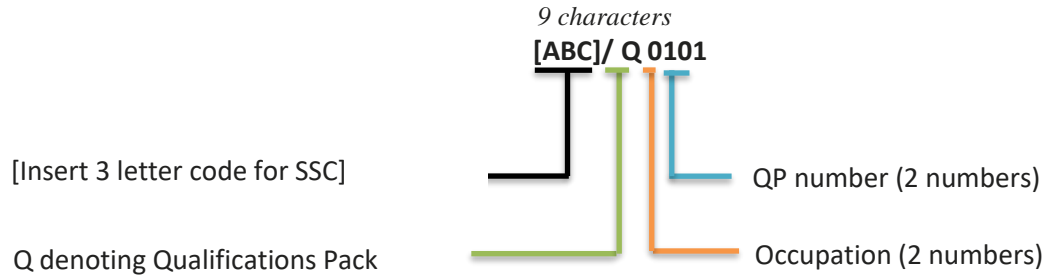
NOS Code	MEP/N9912		
Credits	TBD	Version number	1.0
Industry	Management, Entrepreneurship and Professional Skills	Drafted on	08/03/2018
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Annexure

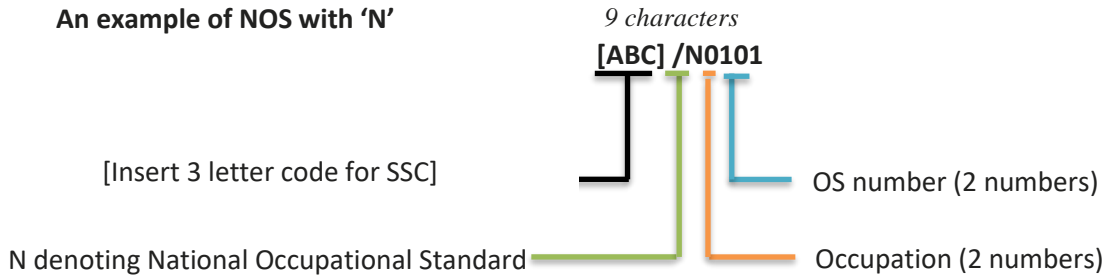
Nomenclature for QP and NOS

Qualifications Pack



Occupational Standard

An example of NOS with 'N'



[Back to top...](#)

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

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

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

Criteria For Assessment Of Trainees

Job Role: Assessor

Qualification Pack: MEP/Q2701

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: 400					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N2701 Plan and organize for competency-based assessment	PC1. identify the standards/criteria to be used for assessment	100	10	4	6
	PC2. read and interpret the assessment strategy		10	4	6
	PC3. receive and review details of the assessment job		10	4	6
	PC4. identify the details of assessment job		10	4	6
	PC5. plan how to manage the assessment process and how to record assessment processes and decisions		10	4	6
	PC6. check contact venue, materials, physical resources and other details of the assessment are in place and report any discrepancy to relevant personnel		10	4	6
	PC7. amend assessment plan if required in discussion with instructional design and co-ordination team		10	4	6
	PC8. review assessment tools and instruments to check what is the evidence requirements and assessment criteria		10	4	6
	PC9. ensure tools and equipment required for observing and recording evidence is in order		10	4	6
	PC10. reach venue for the assessment at appropriate date, time with relevant materials, questionnaires tools,		10	4	6

	recorders etc.				
		Total	100	40	60
MEP/N2702 Assess vocational skills, knowledge and understanding	PC1. communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	100	5	2	3
	PC2. instruct the candidates at the start of the assessment regarding duration of the assessment, rules to be followed, entire process and penalties for breaking of the rules		5	2	3
	PC3. mark attendance as per the standard practice		6	3	3
	PC4. gather required documents from learners		5	2	3
	PC5. manage assessments of vocational skills, knowledge and understanding to meet assessment requirements		6	2	4
	PC6. follow procedures for the confidentiality of assessment information		5	2	3
	PC7. interpret assessment standards/criteria correctly		5	2	3
	PC8. match and measure evidence against assessment standards/criteria		5	2	3
	PC9. examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body		7	3	4
	PC10. ensure that judgement is consistent and based on the available evidence and rules of evidence		5	2	3
	PC11. follow standardisation procedures to ensure that the assessment decisions are not skewed or unfair		5	2	3
	PC12. use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.		5	2	3
	PC13. check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences		5	2	3
	PC14. document the results on paper templates as well as online forms and templates as prescribed accurately		5	2	3
	PC15. complete candidate records accurately and submit or process in the required time frame		5	2	3
	PC16. secure, label and pack the evidences accurately as per standard procedures adopted by an assessment body		5	2	3
	PC17. monitor the cleanliness and tidiness of the assessment area		5	2	3
	PC18. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel		6	2	4
	PC19. secure the equipment and tools used during assessment while ensuring that they are in good condition		5	2	3
		Total	100	40	60

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	

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