



# Model Curriculum

**QP Name: Lead Assessor**

**QP Code: MEP/Q2702**

**QP Version: 1.0**

**NSQF Level: 6**

**Model Curriculum Version: 1.0**

Management & Entrepreneurship and Professional Skills Council || Management & Entrepreneurship and Professional Skills Council (MEPSC), F-04, First Floor, Plot No.212, Okhla Phase III, New Delhi 110020

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# Training Parameters

<b>Sector</b>	Management & Entrepreneurship and Professional Skills
<b>Sub-Sector</b>	Training and Assessment
<b>Occupation</b>	Assessment
<b>Country</b>	India
<b>NSQF Level</b>	6
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/ 2424.9900
<b>Minimum Educational Qualification and Experience</b>	Certified on the technical/vocational standards that they will be training on and training skills, by competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	03/08/2018
<b>Next Review Date</b>	03/08/2022
<b>NSQC Approval Date</b>	19/12/2018
<b>QP Version</b>	Version number 1.0
<b>Model Curriculum Creation Date</b>	04/03/2020
<b>Model Curriculum Valid Up to Date</b>	03/08/2022
<b>Model Curriculum Version</b>	Version number 1.0
<b>Minimum Duration of the Course</b>	400 hrs
<b>Maximum Duration of the Course</b>	400 hrs

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:

- Discuss job role of lead assessor.
- Demonstrate how to organize training program for assessors.
- Explain the utility of assessment in training.
- Discuss organising and facilitation of assessor training and development.
- Describe performance evaluation of assessors.
- Demonstrate sample checks on the decisions made by assessors.
- Discuss ways to check an assessor's decision and share feedback with them.
- Define the ways to support learning of an assessor.
- Describe post – assessment activities.
- Describe recruitment and onboarding of assessors.
- Apply relevant health and safety practices at the workplace.
- Demonstrate professional image and behaviour.
- Utilize and enhance professional competence.

## Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<i>Bridge Module</i> <a href="#">Introduction to Skill India and the role of Lead Assessor</a>	4:00 hrs	0:00 hrs	--	--	<b>4:00 hrs</b>
<b>MEP/N2602</b> <b>Deliver competency based, instructor-led training sessions as per session plan</b> <b>NOS Version No.1</b> <b>NSQF Level 6</b>	<b>36:00 hrs</b>	<b>50:00 hrs</b>	--		<b>86:00 hrs</b>
<a href="#">Deliver training and facilitate learning by assessors</a>	36:00 hrs	50:00 hrs	--		<b>86:00 hrs</b>
<b>MEP/N2703</b> <b>Evaluate on-field assessment and provide recommendations for improving assessment effectiveness</b> <b>NOS Version No. 1</b> <b>NSQF Level 6</b>	<b>48:00 hrs</b>	<b>86:00 hrs</b>	--	--	<b>134:00 hrs</b>

<a href="#">Evaluate assessment performance</a>	24:00 hrs	42:00 hrs	--	--	<b>66:00 hrs</b>
<a href="#">Perform sample checks and provide recommendation</a>	24:00 hrs	44:00 hrs	--	--	<b>68:00 hrs</b>
<b>MEP/N2704</b> <b>Plan and facilitate assessor development</b> <b>NOS Version No.1</b> <b>NSQF Level 6</b>	<b>34:00 hrs</b>	<b>48:00 hrs</b>	--	--	<b>82:00 hrs</b>
<a href="#">Plan and facilitate assessor development</a>	34:00 hrs	48:00 hrs	--	--	<b>82:00 hrs</b>
<b>MEP/N2705</b> <b>Mobilize assessors and support in their recruitment and onboarding</b> <b>NOS Version No.1</b> <b>NSQF Level 6</b>	<b>24:00 hrs</b>	<b>30:00 hrs</b>	--		<b>54:00 hrs</b>
<a href="#">Recruitment and onboarding of assessors</a>	24:00 hrs	30:00 hrs	--		<b>54:00 hrs</b>
<b>MEP/N9911</b> <b>Apply health and safety practices applicable in training</b> <b>NOS Version No.1</b> <b>NSQF Level 6</b>	<b>04:00 hrs</b>	<b>06:00 hrs</b>	--		<b>10:00 hrs</b>
<a href="#">Workplace safety, rescue and first aid</a>	04:00 hrs	06:00 hrs	--		<b>10:00 hrs</b>
<b>MEP/N9912</b> <b>Apply principles of professional practice at the workplace</b> <b>NOS Version No.1</b> <b>NSQF Level 6</b>	<b>10:00 hrs</b>	<b>20:00 hrs</b>	--	--	<b>30:00 hrs</b>
<a href="#">Principles of professional practice</a>	10:00	20:00	-	-	30:00
<b>Total Duration</b>	<b>160:00 hrs</b>	<b>240:00 hrs</b>	--	--	<b>400:00 hrs</b>

# Module Details

## Bridge Module

### Introduction to Skill India and the role of Lead Assessor

#### Terminal Outcomes:

- Give an overview of Skill India
- Explain the role of lead assessor.
- Identify the organizational structure and functions of training providers and assessors

<b>Duration: 04:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the structure and functions of education and skill development sector</li> <li>• State the role of lead assessor.</li> <li>• Distinguish between the role of assessor and lead assessor.</li> <li>• Describe the common organisational structures and functionalities of training organisations.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Deliver training and facilitate learning by assessors

### Terminal Outcome:

- Describe facilitation techniques.
- Demonstrate facilitation techniques.

<b>Duration: 36:00</b>	<b>Duration: 50:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Differentiate between andragogy and pedagogy; learner-centred and teacher-centred training methodology.</li> <li>• Describe different training delivery methods and facilitation skills require in each one of them.</li> <li>• Discuss potential barrier to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice various facilitation techniques.</li> <li>• Dramatize individual and group learning activities using case studies, games, simulation etc.</li> </ul>
<b>Classroom Aids:</b>	
Computer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Evaluate assessment performance

### Terminal Outcome:

- Explain trainer performance evaluation indicators.
- Discuss indicators to evaluate assessment effectiveness.

<b>Duration: 24:00</b>	<b>Duration: 42:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Distinguish between andragogic and pedagogic methods of learning.</li> <li>• Discuss the factors that can affect learning and adult learning in particular.</li> <li>• List the different types of assessment methods.</li> <li>• Describe different assessment tools and their application.</li> <li>• List standard parameters that are important to ensure assessment effectiveness.</li> <li>• List possible data and sources of information w.r.t. assessment effectiveness.</li> <li>• Discuss need assessment and training of assessors.</li> <li>• Describe rules of evidence (valid, current, sufficient, authentic) and its use in assessment evaluation.</li> <li>• Describe competencies, occupational standards and performance criteria for assessors.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the data and information to identify the effectiveness of the assessment</li> <li>• Interpret and apply the Rules of Evidence such as Validity, Sufficiency and Authenticity in analysing sample information given.</li> <li>• Prepare a sample assessment plan and schedule.</li> </ul>
<b>Classroom Aids:</b>	
Computer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
NA	



## Perform sample checks and provide recommendation

### Terminal Outcome:

- Describe sample check of assessors.
- Discuss review of assessor decision and provision of recommendation.

<b>Duration: 24:00</b>	<b>Duration: 44:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the parameters to be considered during random sample selection for assessment and checks.</li> <li>• Discuss ways to review and revise assessment decisions.</li> <li>• Describe the documentation and report preparation of the assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare sample report of evaluation.</li> <li>• Prepare document with recommendations to stakeholders on areas of possible improvement.</li> <li>• Practice presenting the recommendations and change requirements to stakeholders.</li> </ul>
<b>Classroom Aids:</b>	
Computer, printer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Plan and facilitate assessor development

### Terminal Outcome:

- Plan assessor development program.
- Describe ways to support and monitor learning of assessors.
- Discuss post-training activities.

<b>Duration: 34:00</b>	<b>Duration: 48:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Describe ways to correlate training needs of assessors with training method.</li> <li>• Discuss ways to evaluate profile of assessor candidates and identify special needs.</li> <li>• Describe ways to support and monitor learning of assessors.</li> <li>• Describe secure storage of learner records.</li> <li>• Discuss post-training activities.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Prepare training plan and schedule based on need assessment.</li> <li>• Prepare session plan using the occupational standards and training materials provided.</li> <li>• Demonstrate methods such as mock-delivery (role play), simulated, or on-the-job observation or studying video recordings of assessors, etc.</li> </ul>
<b>Classroom Aids:</b>	
Computer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Recruitment and onboarding of assessors

### Terminal Outcome:

- Explain process in recruitment and onboarding of assessors.

<b>Duration:</b> 24:00	<b>Duration:</b> 30:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain an assessor’s job profile and the advantages of becoming an assessor.</li> <li>• Describe the process of becoming an assessor.</li> <li>• Describe the process of reference check of the assessor.</li> <li>• Describe joining formalities of assessors using sample organisations.</li> <li>• Describe ways of identifying need for assessors and recruiting assessors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate communication skills in interviewing and recruiting assessors.</li> <li>• Shortlist candidates from a given sample based on job descriptions.</li> </ul>
<b>Classroom Aids:</b>	
Computer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
Sample job advertisement/job requirement Sample candidate profiles	

## Workplace safety, rescue and first aid

### Terminal Outcome:

- Describe the application of health and safety practices at the workplace.

<b>Duration: 04:00</b>	<b>Duration: 06:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Describe personal hygiene practices.</li> <li>• List first aid box items and their use.</li> <li>• List the situation that may lead to accidents at the workplace and ways to prevent them.</li> <li>• Describe the steps of emergency procedures during accidents/fire or other hazards situations.</li> <li>• Identify safety signs.</li> <li>• Classify the various fire extinguishers for different types of fires.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal hygiene practices to be followed at workplace.</li> <li>• Demonstrate appropriate first aid in different situations.</li> <li>• Practice emergency evacuation drills.</li> <li>• Demonstrate the use of fire extinguishers.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Computer, printer, projector, white board/ flip chart, marker and duster</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Personal protective equipment (such as mask and helmet) Fire extinguishers (Class A, B, C,D &amp; K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer)</p>	

## Principles of Professional Practice

### Terminal Outcomes:

- Apply principles of professional practice like professional image, professional competence, discipline, ethics and work effectiveness.
- Display personal and professional behavioral competencies.
- Distinguish between unethical conduct, inappropriate behavior and conflict of interest.

<b>Duration: 10:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of having a professional appearance at workplace.</li> <li>• Differentiate between appropriate and inappropriate business attire.</li> <li>• Discuss personal and professional goals.</li> <li>• Describe the importance of continuous learning and developing professional development plan.</li> <li>• Describe the policies related to non-discrimination and rights of the clients.</li> <li>• Distinguish between unethical conduct, inappropriate behaviour and harassment in a workplace.</li> <li>• Describe situations that may lead to conflict of interest.</li> <li>• Discuss ways to avoid and resolve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a personal action plan to improve professional appearance.</li> <li>• Demonstrate aspects of professional behaviour in different situations.</li> <li>• Prepare a plan to work on personal and professional goals and development.</li> <li>• Prepare strategies for handling unethical conduct, inappropriate behaviour and harassment in a workplace.</li> </ul>
<b>Classroom Aids:</b>	
Computer, printer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
NA	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per the standards set by relevant SSC to practice in different industry sectors.	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per the standards set by relevant SSC to practice in different industry sectors	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	

Trainer Certification	
Domain Certification	Platform Certification
MEP/Q2702, V1.0 Lead Assessor Minimum accepted score is 90%	MEP/Q2602, V1.0, Master Trainer Minimum accepted score is 90%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per the standards set by relevant SSC to practice in different industry sectors.	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per the standards set by relevant SSC to practice in different industry sectors.	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	

Assessor Certification	
Domain Certification	Platform Certification
MEP/Q2702, V1.0, Lead Assessor Minimum accepted score is 90%.	MEP/Q2702, V1.0, Lead Assessor Minimum accepted score is 90%.

## Assessment strategy

### Assessment system Overview

Assessment will be carried out by assessment partners with no link to training partners. Based on the results of assessment, MEPSC will certify the learners. Assessor has to pass online assessment of theoretical knowledge of the job role and approved by MEPSC.

The assessment will have both theory and practical components in 40:60 ratio.

While theory assessment is summative and a written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

### Testing Environment

Training partner has to share the batch start date and end date, number of trainees and the job role. Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue.

Room where assessment is conducted will be set with proper seating arrangements with enough space to prevent copying.

Question bank of theory and practical will be prepared by assessment agency and approved by MEPSC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on theoretical knowledge of the subject.

The theory and practical assessments will be carried out on same day. If number of candidates are many, more assessors and additional venue will be organized on same day of the assessment.

Presentation will be one mode of assessment and so computers and LCD projector will be available for assessment. Viva will be used to gauge trainees confidence and correct knowledge in handling assessment job situations.

The question paper will be pre-loaded in the computer and it will be in the language requested by the training partner.

### Assessment Quality Assurance framework

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. Assessor shall be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them.

The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme.

In case of many candidates to be accommodated in one venue for theory assessment, caution is taken not to let the candidates who competed test meet those who have not. Once the first batch has moved out of the knowledge based assessment area, the second batch will be taken from the main waiting area and seated in the respective seats for their knowledge based assessment.

For practical assessment; the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.



The assessment will be video recorded and submitted to MEPSC. The training partner will also intimate the time of arrival of the assessor and time of leaving the venue. The assessor carries tablet which is geotagged. This allows MEPSC to additionally track this.

### ***Methods of Validation***

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Adhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment. Unless the candidate's name is registered, the person cannot take the test.

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment.

Video of the practical session is prepared and submitted to MEPSC.

Random spot checks/audit is conducted by MEPSC assigned persons to check the quality of assessment.

Assessment agency will be responsible to put details in SIP.

MEPSC will also validate the data and result received from the assessment agency.

### **Method of assessment documentation and access**

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by MEPSC assessment team. After upload, only MEPSC can access this data. MEPSC approves the results within a week and uploads on SIP.