MEPSC
Management & Entrepreneurship
and Professional Skills Council

NSDC
National
Skill Development
Corporation
Transforming the skill landscape

Assessor

QP Code: MEP/Q2701

NSQF Level: 5

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

Contents

MEP/Q2701: Assessor

Brief Job Description

The assessor assesses candidates in an area of subject matter expertise in a range of contexts on occupational standards. They co-ordinate 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

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MEP/N2701: Plan and organize for competency based assessment

2. MEP/N2702: Assess vocational skills, knowledge and understanding

3. MEP/N9911: Apply health and safety practices applicable in a training and assessmentenvironment

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

Qualification Pack (QP) Parameters

Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2320.0101

Minimum Educational Qualification & Experience	Certificate (Certified on the Technical/Vocational Standards that they will be training 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 sectorâ€™s job role.)
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	03/08/2018
Next Review Date	03/08/2022
NSQC Approval Date	19/12/2018
Version	1.0

MEP/N2701: 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:-Plan and organise for competency based assessment

Elements and Performance Criteria

Plan and organise for competency based assessment

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

PC1. identify the standards/criteria to be used for assessment

PC2. read and interpret the assessment strategy

PC3. review details of the assessment jobDetails: 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.

PC4. identify the details of assessment jobDetails: eg. types and sufficiency of evidence required (of performance in the work environment, of knowledge and/or understanding); Tools andequipment required for practical and theoretical assessments; location andresources required for the assessment; time and duration of the assessment;equipment and material to be taken along for the assessment by theassessor; specific learner needs and any support required

PC5. plan how to manage the assessment process and how to record assessment processes and decisions

PC6. check contact venue, materials, physical resources and other details of the assessment are in place and report any discrepancy to relevant personnel

PC7. amend assessment plan if required in discussion with instructional design and co-ordination team

PC8. review assessment tools and instruments to check what is the evidence requirements and assessment criteria

PC9. ensure tools and equipment required for observing and recording evidence is in order

PC10. reach venue for the assessment at appropriate date, time with relevant materials, questionnaires tools, recorders etc.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

KU2. assessment bodys assessment system policies and procedures 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/reasonableadjustment; links with overall quality management system, Health Safety and Environment issues relating to delivery of competency based training

KU3. work area inspection procedures and practices

KU4. waste and dangerous materials disposal procedures and practices

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

KU6. the candidate group profile, including characteristics and needs of individual candidates in the group

KU7. 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

KU8. key factors to consider when planning assessmentKey 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

KU9. 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 priorlearning; assessments in simulated environments; skills tests; oral and written questions; assignments; projects; case studies

KU10. specific resources, equipment and support services available for candidates with special needs

KU11. policies and procedures relevant to the learning and assessment environment

KU12. prepare required documentation and collate evidence in required format

KU13. document assessment decisions

KU14. read and interpret relevant information including assessment plans and assessment tools and instruments

KU15. discuss evidence-gathering processes with practitioners and candidates

KU16. give clear and precise instructions

KU17. ask effective questions

KU18. provide clarification

KU19. ask appropriate questions to clarify and confirm instructions for evidence gathering

KU20. discuss the assessment outcome and provide feedback to the appropriate authority

Generic Skills (GS)

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

GS1. weigh up the evidence and make assessment decisions

GS2. recognise a candidate's prior learning

GS3. consider and recommend reasonable adjustments

GS4. use organisational skills to collect evidence

GS5. use time-management skills to schedule assessment events and activities

GS6. observe candidate performance and use appropriate instruments to record behaviours against criteria

GS7. identify when candidate may need assistance during the assessment processes

GS8. handle any objections during the assessment in consultation with relevant stake holders

GS9. 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

GS10. spot process disruptions and delays

GS11. spot unethical practices

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Plan and organise for competency based assessment	**40**	**60**	**-**	**-**
PC1. identify the standards/criteria to be used for assessment	4	6	-	-
PC2. read and interpret the assessment strategy	4	6	-	-
PC3. review details of the assessment jobDetails: 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.	4	6	-	-
PC4. identify the details of assessment jobDetails: eg. types and sufficiency of evidence required (of performance in the work environment, of knowledge and/or understanding); Tools andequipment required for practical and theoretical assessments; location andresources required for the assessment; time and duration of the assessment;equipment and material to be taken along for the assessment by theassessor; specific learner needs and any support required	4	6	-	-
PC5. plan how to manage the assessment process and how to record assessment processes and decisions	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	4	6	-	-
PC7. amend assessment plan if required in discussion with instructional design and co-ordination team	4	6	-	-
PC8. review assessment tools and instruments to check what is the evidence requirements and assessment criteria	4	6	-	-
PC9. ensure tools and equipment required for observing and recording evidence is in order	4	6	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. reach venue for the assessment at appropriate date, time with relevant materials, questionnaires tools, recorders etc.	4	6	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2701
NOS Name	Plan and organize for competency based assessment
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	08/03/2018
Next Review Date	08/03/2022
NSQC Clearance Date	19/12/2018

MEP/N2702: Assess vocational skills, knowledge and understanding

Description

This OS unit is about assessing vocational skills, knowledge and understanding as perset standards.

Scope

This unit/ task covers the following:-Conduct assessment of vocational skills, knowledge and understanding as perset standards of performance Make the assessment decision Document and verify assessment results and evidences Undertake post-assessment activities

Elements and Performance Criteria

Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance

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

PC1. communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

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

PC3. mark attendance as per the standard practice

PC4. gather required documents from learners

PC5. manage assessments of vocational skills, knowledge and understanding to meet assessment requirements

PC6. follow procedures for the confidentiality of assessment information

Make the assessment decision

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

PC7. interpret assessment standards/criteria correctly

PC8. match and measure evidence against assessment standards/criteria

PC9. examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body

PC10. ensure that judgement is consistent and based on the available evidence and rules of evidence

PC11. follow standardisation procedures to ensure that the assessment decisions are not skewed or unfair

Document and verify assessment results and evidences

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

PC12. use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.

PC13. check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences

PC14. document the results on paper templates as well as online forms and templates as prescribed accurately

PC15. complete candidate records accurately and submit or process in the required time frame

PC16. secure, label and pack the evidences accurately as per standard procedures adopted by an assessment body

Undertake postassessment activities

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

PC17. monitor the cleanliness and tidiness of the assessment area

PC18. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel

PC19. secure the equipment and tools used during assessment while ensuring that they are in good condition

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

KU2. assessment bodys assessment system policies and procedures 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/reasonableadjustment; links with overall quality management system, Health Safety and Environment issues relating to delivery of competency based training

KU3. work area inspection procedures and practices

KU4. waste and dangerous materials disposal procedures and practices

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

KU6. the functions of assessment in learning and development

KU7. importance of communicating the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

KU8. 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

KU9. types of risks that may be involved in assessment and how to minimise them qualification Type of risks: health and safety related; unrealistic/unnecessary stress on thecandidate; inauthentic evidence/collusion/unjustifiable support to the candidate; over-assessment; potential for unfairness to candidate; failing tomeet the requirements of any relevant assessment strategy if assessing

KU10. 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

KU11. 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)

KU12. how to interpret and apply the Rules of Evidence such as Validity, Sufficiency, Authenticity and Currency

KU13. principles of reasonable adjustment

KU14. purpose and features of evidence and different types of evidence used in competency-based assessments, including RPL

KU15. 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

KU16. how to judge whether evidence is valid, authentic, current and sufficient

KU17. relevant procedures to follow when there are disputes concerning assessment

KU18. technology used in the assessment process Technology: eg. video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.

KU19. techniques to create and maintain a safe, encouraging environment with no unfair practices such as encouraging learner participation, monitoring nonverbal and verbal communication of participants, give clear instructions at 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. 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

KU20. discuss the assessment outcome and provide feedback to the appropriate authority

Generic Skills (GS)

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

GS1. prepare required documentation and collate evidence in required format

GS2. document assessment decisions

GS3. read and interpret relevant information including assessment plans and assessment tools and instruments

GS4. discuss evidence-gathering processes with practitioners and candidates

GS5. give clear and precise instructions

GS6. ask effective questions

GS7. provide clarification

GS8. ask appropriate questions to clarify and confirm instructions for evidence gathering

GS9. discuss the assessment outcome and provide feedback to the appropriate

GS10. weigh up the evidence and make assessment decisions

GS11. recognise a candidate's prior learning

GS12. consider and recommend reasonable adjustments

GS13. use organisational skills to collect evidence

GS14. use time-management skills to schedule assessment events and activities

GS15. observe candidate performance and use appropriate instruments to records behaviours against criteria

GS16. identify when candidate may need assistance during the assessment processes

GS17. handle any objections during the assessment in consultation with relevant stake holders

GS18. 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

GS19. spot process disruptions and delays

GS20. spot unethical practices

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance	**13**	**19**	**-**	**-**
PC1. communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	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	2	3	-	-
PC3. mark attendance as per the standard practice	3	3	-	-
PC4. gather required documents from learners	2	3	-	-
PC5. manage assessments of vocational skills, knowledge and understanding to meet assessment requirements	2	4	-	-
PC6. follow procedures for the confidentiality of assessment information	2	3	-	-
Make the assessment decision	**11**	**16**	**-**	**-**
PC7. interpret assessment standards/criteria correctly	2	3	-	-
PC8. match and measure evidence against assessment standards/criteria	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	3	4	-	-
PC10. ensure that judgement is consistent and based on the available evidence and rules of evidence	2	3	-	-
PC11. follow standardisation procedures to ensure that the assessment decisions are not skewed or unfair	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Document and verify assessment results and evidences	**10**	**15**	**-**	**-**
PC12. use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.	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	2	3	-	-
PC14. document the results on paper templates as well as online forms and templates as prescribed accurately	2	3	-	-
PC15. complete candidate records accurately and submit or process in the required time frame	2	3	-	-
PC16. secure, label and pack the evidences accurately as per standard procedures adopted by an assessment body	2	3	-	-
Undertake postassessment activities	**6**	**10**	**-**	**-**
PC17. monitor the cleanliness and tidiness of the assessment area	2	3	-	-
PC18. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel	2	4	-	-
PC19. secure the equipment and tools used during assessment while ensuring that they are in good condition	2	3	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2702
NOS Name	Assess vocational skills, knowledge and understanding
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Assessment
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	08/03/2018
Next Review Date	08/03/2022
NSQC Clearance Date	19/12/2018

MEP/N9911: Apply health and safety practices applicable in a training and assessmentenvironment

Description

This unit deals in detail with application of health and safety practices in a training and assessment environment.

Scope

This unit/ task covers the following: Apply relevant health and safety practices in a training / assessmentenvironment Maintain a safe environment Maintain a healthy and hygienic environment Deal with emergency situations

Elements and Performance Criteria

Apply relevant health and safety practices in a training / assessment environment

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

PC1. promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements

PC2. identify, control and report health and safety issues relating to immediate work environment according to procedures

PC3. work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required

PC4. document safety records according to organisational policies

Maintain a safe environment

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

PC5. recognise health and safety related hazards in the training and assessment area

PC6. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies

PC7. document and report all hazards, accidents and near-miss incidents as per set process

PC8. provide guidance and support to learners on the safe use and care of equipment and resources

PC9. conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines

PC10. take appropriate steps, if required, to maintain personal safety of self and others

Maintain a healthy and hygienic environment

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

PC11. maintain the training and assessment area in a clean and tidy condition

PC12. respond appropriately to learners who require assistance with personal care or hygiene

PC13. ensure all learners or candidates follow personal hygiene and grooming standards as required

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PC14. provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses

PC15. assist learners in need of minor first aid in accordance with school or centre procedures

Deal with emergency situations

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

PC16. recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility

PC17. follow emergency procedures correctly in accordance with school/centre procedures

PC18. seek assistance promptly from colleagues and/or other authorities where appropriate

PC19. report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

KU2. organizational record-management systems and reporting requirements

KU3. health Safety and Environment issues relating to delivery of competency based training

KU4. work area inspection procedures and practices

KU5. waste and dangerous materials disposal procedures and practices

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

KU7. Health Safety and Environment (HSE) 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

KU8. relevant Occupational Health and Safety (OHS) regulations

KU9. relevant statutory legislation

KU10. relevant enterprise/site safety procedures

KU11. enterprise /site emergency procedures and techniques

KU12. environmental legislation

KU13. how to provide Health and Safety instructions to others

KU14. relevant enterprise/site safety procedures including identification of hazards and controlling of risks

Generic Skills (GS)

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

GS1. write Health and safety compliance report

GS2. interpret general health and safety guidelines

GS3. communicate general health and safety guidelines to learners

GS4. act in case of any potential hazards observed in the work place

GS5. take adequate measures to ensure the safety of students and visitors to training venue

GS6. provide assistance with the general care and wellbeing of learners

GS7. analyse what could constitute a health and safety Risk or Hazard

GS8. recognise emergency and potential emergency situations

GS9. identify what should or should not be done to protect from a health and safety risk or hazard

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Apply relevant health and safety practices in a training / assessment environment	**8**	**14**	**-**	**-**
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	3	3	-	-
PC2. identify, control and report health and safety issues relating to immediate work environment according to procedures	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	1	4	-	-
PC4. document safety records according to organisational policies	2	3	-	-
Maintain a safe environment	**10**	**22**	**-**	**-**
PC5. recognise health and safety related hazards in the training and assessment area	1	4	-	-
PC6. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	2	4	-	-
PC7. document and report all hazards, accidents and near-miss incidents as per set process	2	4	-	-
PC8. provide guidance and support to learners on the safe use and care of equipment and resources	2	3	-	-
PC9. conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines	1	4	-	-
PC10. take appropriate steps, if required, to maintain personal safety of self and others	2	3	-	-
Maintain a healthy and hygienic environment	**6**	**20**	**-**	**-**
PC11. maintain the training and assessment area in a clean and tidy condition	1	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. respond appropriately to learners who require assistance with personal care or hygiene	1	4	-	-
PC13. ensure all learners or candidates follow personal hygiene and grooming standards as required	1	4	-	-
PC14. provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses	2	4	-	-
PC15. assist learners in need of minor first aid in accordance with school or centre procedures	1	4	-	-
Deal with emergency situations	**6**	**14**	**-**	**-**
PC16. recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility	2	3	-	-
PC17. follow emergency procedures correctly in accordance with school/centre procedures	1	4	-	-
PC18. seek assistance promptly from colleagues and/or other authorities where appropriate	1	4	-	-
PC19. report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms	2	3	-	-
NOS Total	**30**	**70**	**-**	**-**

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9911
NOS Name	Apply health and safety practices applicable in a training and assessmentenvironment
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	03/08/2022
NSQC Clearance Date	19/12/2018

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

Description

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

Scope

This unit/ task covers the following: Maintain a professional image and behaviour Maintain and enhance professional competence Work in a disciplined and ethical manner Work effectively with all stakeholders

Elements and Performance Criteria

Maintain a professional image and behaviour

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

PC1. display appropriate professional appearance for the workplace

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

Maintain and enhance professional competence

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

PC3. develop personal and professional goals and objectives

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

PC5. evaluate own capacity to meet goals and objectives

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

PC7. develop a professional development plan to enhance professional capabilities

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

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

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

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

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

Work in a disciplined and ethical manner

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

PC13. perform tasks to the required workplace standard

PC14. complete duties accurately, systematically and within required timeframes

PC15. follow organisational policies

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

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

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

PC19. recognise unethical conduct and report to an appropriate person

PC20. operate within an agreed ethical code of practice

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

Work effectively with all stakeholders

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

PC22. identify and obtain clarity regarding organisational, team and own goals

PC23. prioritise tasks at work as per organisational, team and own goals

PC24. plan to meet team performance targets and standards

PC25. monitor own and team performance as per agreed plan

PC26. share all relevant information with stakeholders in agreed formats and as per agreed timelines

PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes

PC28. recognise, avoid and/or address any conflict of interest

PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours

PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policyInappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organisations HR systems, policies and procedures

KU2. organizational hierarchy and escalation matrix

KU3. organisational health safety and environment

KU4. work area inspection procedures and practices

KU5. importance of displaying professional appearance behaviour at all times

KU6. importance of developing personal and professional goals and objectives

KU7. importance of identifying strengths and weaknesses in relation to goals and objectives

KU8. how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives

KU9. how to determine personal development needs

KU10. importance of continuous learning and developing professional development plan

KU11. development opportunities to support continuous learning and maintain currency of professional practice

KU12. developments and trends impacting on professional practice

KU13. importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance

KU14. perform tasks to the required workplace standard

KU15. importance of discipline and ethics in a professional workplace

KU16. importance of recognising unethical conduct and reporting to appropriate authority

KU17. guidelines and legal requirements on disclosure and confidentiality

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

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

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

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

Generic Skills (GS)

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

GS1. prepare a personal development plan

GS2. read organisational guidelines and legal requirements

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

GS4. read and interpret feedback received from peers

GS5. receive feedback from clients or concerned stake holders

GS6. communicate development plan with superiors

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

GS8. describe own role in achieving the goal

GS9. describe others role in achieving the goal

GS10. list activities, milestones and timelines

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

GS12. plan and organise a personal development plan for self

GS13. provide quality services to all clients

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

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

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

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

GS18. identify inappropriate behaviour and how to deal with it

Assessment Criteria

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

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

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

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9912
NOS Name	Apply principles of professional practice at the workplace
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	03/08/2022
NSQC Clearance Date	19/12/2018

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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

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

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

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

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

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

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

Recommended Pass % : 80

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N2701.Plan and organize for competency based assessment	40	60	-	-	100	30
MEP/N2702.Assess vocational skills, knowledge and understanding	40	60	-	-	100	35
MEP/N9911.Apply health and safety practices applicable in a training and assessmentenvironment	30	70	-	-	100	10

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	25
Total	**146**	**254**	**-**	**-**	**400**	**100**

Acronyms

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

Glossary

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

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