



Trainer

QP Code: MEP/Q2601

Version: 1.0

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

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MEP/Q2601: Trainer

Brief Job Description

The Trainer trains the learners on the occupational standards, using pre-set lesson plans and training materials. They plan for and conduct sessions to impart competency based skills and knowledge.

Personal Attributes

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

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N2601: Plan and organize for facilitation of a training program](#)
2. [MEP/N2602: Deliver competency based, instructor-led training sessions as per session plan](#)
3. [MEP/N2603: Facilitate learning of work skills on-the-job or in a simulated work environment](#)
4. [MEP/N2604: Undertake assessment of competence as per required standards](#)
5. [MEP/N2610: Demonstrate work skills on-the-job or in a simulated work environment](#)
6. [MEP/N9911: Apply health and safety practices applicable in a training and assessment environment](#)
7. [MEP/N9912: Apply principles of professional practice at the workplace](#)

Qualification Pack (QP) Parameters

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

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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 trainer in the respective sector'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	21/06/2018
Next Review Date	21/06/2022
Deactivation Date	21/06/2022
NSQC Approval Date	19/12/2018
Version	1.0

Qualification Pack

MEP/N2601: Plan and organize for facilitation of a training program

Description

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

Scope

This unit/ task covers the following:

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

Elements and Performance Criteria

Interpret learning environment and delivery requirements

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

- PC1.** access, read, and interpret the training documentation to determine delivery requirements from authorised source Training documentation: Trainers guide, Occupational standards to be achieved, Curriculum, Training schedule
- PC2.** provide recommendation for selection of candidates for training as per the learning objectives of the program
- PC3.** obtain details of the learners from authorised sources
- PC4.** use available information and documentation to identify group and individual learner needs, and relevant learner characteristics
- PC5.** identify training environment requirements like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc.
- PC6.** identify constraints impacting training delivery and relevant risks

Modify session plans and resources for delivery

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

- PC7.** refine existing learning objectives according to program requirements and specific needs of individual learners
- PC8.** modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc.
- PC9.** document session plans for each segment of the learning program in prescribed and/or standard templates
- PC10.** contextualise learning materials to meet the needs of the specific learner group

Organise training environment

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

- PC11.** ensure availability of adequate training materials, facility, technology, tools and equipment in time for delivery of learning sessions

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- PC12.** organise training materials and equipment for easy access and use when required during the course of the training
- PC13.** ensure the venue of training is conducive to learning and in line with professional guidelines including those mentioned in the training documentation
- PC14.** ensure timely availability of support services as per requirement by co-ordinating with training co-ordinatorSupport services: Pantry service, logistic service, housekeeping and maintenance
- PC15.** ensure training area is risk free and equipped with necessary health and safety resources like fire extinguishers, safety signage, clean toilets, dry flooring, security arrangements, etc.
- PC16.** confirm overall delivery arrangements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training organisations system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/ resourcing
- KU2.** organizational record-management systems with respect to training and reporting requirements
- KU3.** 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.** the learner group profile, including characteristics and needs of individual learners in the group
- KU8.** the requirements of the learning program and/ or delivery plan, and the content purpose
- KU9.** how to set up training facilities, training equipment and tools Training facilities, training equipment and tools: eg. room/space appropriate to the style of delivery, data projector and laptop/computer and speakers, projection screen, flip charts with markers, whiteboard and whiteboard markers, trainer manual, learner handbook/workbook and any other learning materials and resources, other equipment specified in session plan
- KU10.** competency based curriculum documents and learning materials
- KU11.** specific resources, equipment and support services available for learners with special needs
- KU12.** assessment and risk control measures relating to the facilitation of group-based learning
- KU13.** policies and procedures relevant to the learning environment
- KU14.** how to create and modify session plan
- KU15.** prescribed and standard session plan template

Generic Skills (GS)

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

- GS1.** modify session plans in pre-defined template in line with training materials and job requirement

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- GS2.** write emails to interact with design team, seniors and other stakeholders
- GS3.** read and interpret training related documentation
- GS4.** receive and ask for clarifications from content development team and seniors on the job requirement
- GS5.** co-ordinate with training co-ordinator, design team, vendors, housekeeping staff, etc. during the course of work in a polite, clear and in a language understandable to them
- GS6.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS7.** contextualise learning materials to meet the needs of the specific learner group
- GS8.** plan and organise own work
- GS9.** plan a session in line with training program requirements and local constraints, resources and learner requirements
- GS10.** ensure the environment is conducive to learner needs and is safe and hygienic
- GS11.** application of problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS12.** analyse learner data to identify possible customization required in learning environment and materials
- GS13.** identify the parts of the learning materials which are not conducive to local arrangements and learner requirements
- GS14.** discuss with seniors and design team to customize as per requirements

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interpret learning environment and delivery requirements</i>	15	23	-	-
PC1. access, read, and interpret the training documentation to determine delivery requirements from authorised source Training documentation: Trainers guide, Occupational standards to be achieved, Curriculum, Training schedule	3	4	-	-
PC2. provide recommendation for selection of candidates for training as per the learning objectives of the program	3	4	-	-
PC3. obtain details of the learners from authorised sources	2	3	-	-
PC4. use available information and documentation to identify group and individual learner needs, and relevant learner characteristics	3	4	-	-
PC5. identify training environment requirements like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc.	2	4	-	-
PC6. identify constraints impacting training delivery and relevant risks	2	4	-	-
<i>Modify session plans and resources for delivery</i>	11	14	-	-
PC7. refine existing learning objectives according to program requirements and specific needs of individual learners	3	4	-	-
PC8. modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc.	2	4	-	-
PC9. document session plans for each segment of the learning program in prescribed and/or standard templates	3	3	-	-
PC10. contextualise learning materials to meet the needs of the specific learner group	3	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Organise training environment</i>	14	23	-	-
PC11. ensure availability of adequate training materials, facility, technology, tools and equipment in time for delivery of learning sessions	2	3	-	-
PC12. organise training materials and equipment for easy access and use when required during the course of the training	3	4	-	-
PC13. ensure the venue of training is conducive to learning and in line with professional guidelines including those mentioned in the training documentation	3	4	-	-
PC14. ensure timely availability of support services as per requirement by co-ordinating with training co-ordinator Support services: Pantry service, logistic service, housekeeping and maintenance	2	4	-	-
PC15. ensure training area is risk free and equipped with necessary health and safety resources like fire extinguishers, safety signage, clean toilets, dry flooring, security arrangements, etc.	2	4	-	-
PC16. confirm overall delivery arrangements	2	4	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2601
NOS Name	Plan and organize for facilitation of a training program
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

Qualification Pack

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

Description

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

Scope

This unit/ task covers the following:

- Deliver and facilitate training sessions
- Support and monitor learning

Elements and Performance Criteria

Interpret learning environment and delivery requirements

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

- PC1.** conduct each session according to the session plan, modify where appropriate to meet learner needs
- PC2.** explain the objectives of the training session and how it would benefit the trainees.
- PC3.** gather learners expectations and modify the session plan to incorporate the valid ones in the delivery which were not covered
- PC4.** deliver training using a range of training methods and training processes as instructed in trainers guide
Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study
Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences
- PC5.** ensure effective participation and group management by using basic facilitation techniques
Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not criticizing, use existing knowledge in the group effectively
- PC6.** apply learning principles to make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs
- PC7.** create and maintain a positive learning environment
- PC8.** be polite and courteous with all learners at all times
- PC9.** manage inappropriate behaviour professionally as per established organisational policy
- PC10.** take measures to ensure that learning can take place in a safe and comfortable environment

Support and monitor learning

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

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

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- PC12.** share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus
- PC13.** make adjustments to the delivery sessions to reflect specific needs and circumstances
- PC14.** provide additional assistance to individual learners as required to achieve session outcomes
- PC15.** maintain and store learner records according to organisational requirements

Undertake post training activities

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

- PC16.** securing equipment and tools in safe places in accordance with procedures
- PC17.** ensure that training equipment and tools are used and left in good condition
- PC18.** complete learner records accurately and in the required timeframes

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Training Organisations system policies and procedures such as: a. candidate selection b. rationale and purpose of competency-based assessment c. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health Safety and Environment (HSE) issues relating to delivery of competency based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** principles of adult learning and how to apply them in training delivery a. training needs to be learner-centred to engage learners b. adults have a need to be self-directing and decide for themselves what they want to learn c. adults have a range of life experience, so connecting learning to experience is meaningful d. adults have a need to know why they are learning something e. the learning process needs to support increasing learner independence f. emphasis on experimental and participative learning g. use of modelling h. the learning process should reflect individual circumstances
- KU8.** factors that affect learning such as: a. physical e.g. temperature, health, personal concerns b. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental
- KU9.** techniques to create and maintain a positive learning environment such as: c. encouraging learner participation d. using interactive learning approaches to transfer skills and knowledge to learners g. using presentation skills to convey understanding of key concepts and central ideas h. being aware of non-verbal and verbal communication of participants i. using learning resources to enhance the learning experience for all learners j. delivering at appropriate pace k. ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences l. summarising key concepts and ideas at strategic points to facilitate learner understanding m. monitoring learner progress with tasks and learning activities based on session plan n. measuring the achievement of learning outcomes by formative assessment o. using the diversity of the group as a resource to support learning f. using facilitation skills to ensure effective participation and group management
- KU10.** how to implement program delivery based on session delivery plans and facilitation guides

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- KU11.** commonly used training delivery methods, processes and facilitation techniques appropriate to face-to-face group delivery
Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study
Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences
Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not making anyone wrong, use existing knowledge in the group effectively
- KU12.** various ways to handle inappropriate behaviour in a professional manner
Inappropriate behaviours: Abusing; violence; harassment; disruption of session; pilfering; intentional mishandling of equipment and materials; habitual absenteeism, etc
Various ways: Set ground rules at the beginning of the session and implement strictly, identifying the reason for inappropriate behaviour and suggesting a more appropriate method of expressing discontent; prepare and follow escalation matrix for reporting inappropriate behaviour; discuss consequences of inappropriate behaviour to self and others; counselling; detention/suspension/rustication in accordance with the rules of the organisation/institution, etc.
- KU13.** importance of monitoring and documenting learning progress of the learners and providing them feedback
- KU14.** importance of ensuring safety, hygiene, tidiness before, during and after the sessions
- KU15.** importance of completing learner records accurately and processing within required timeframes

Generic Skills (GS)

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

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read presentation slides and trainers guides and participant handbook
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners
- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner

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- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet client and learners needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** how to improve work process
- GS18.** how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

Assessment Criteria

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

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

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National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2602
NOS Name	Deliver competency based, instructor-led training sessions as per session plan
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

Qualification Pack

MEP/N2603: Facilitate learning of work skills on-the-job or in a simulated work environment

Description

This unit deals in detail facilitation of learning of work skills on-the-job or in a simulated work environment

Scope

This unit/ task covers the following:

- Organise for training of work skills on-the-job or in a simulated environment
- Impart training of work skills on-the-job or in a simulated environment
- Monitor and evaluate performance on-the job or in a simulated work environment
- Carry out post-training activities

Elements and Performance Criteria

Organise for training of work skills on-the-job or in a simulated environment

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

- PC1.** access, read and interpret the training documentation to determine acceptable standards of knowledge and performance required from the learners as per the curriculum
- PC2.** obtain information of batch size, no. of batches and schedule of training from authorised sources and documentation
- PC3.** estimate equipment, materials and physical and information resources required to carry out demonstration and practice of work skills to be learnt
- PC4.** organise for necessary and adequate equipment, materials and physical and information resources required with the support management and other support functions
- PC5.** check and ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner
- PC6.** notify learners of details regarding the implementation of the learning program and/or delivery plan
- PC7.** check and confirm a safe learning environment

Impart training of work skills on-the-job or in a simulated environment

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

- PC8.** share with the learners clearly, the acceptable standards of knowledge and performance required from them at the end of the session
- PC9.** brief the learners on workplace health and safety requirements and the consequences of not adhering to the same
- PC10.** ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills
- PC11.** explain each step in the task or procedure required to be learnt to all learners and clarify their queries with respect to the same

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- PC12.** demonstrate each step in the task or procedure required to be learnt to all learner at a pace and manner that is easy for learners to follow
- PC13.** ensure that all learners can see the demonstration and hear the instructions and explanations clearly
- PC14.** perform all the steps of the demonstration skilfully and in proper sequence
- PC15.** ensure that the demonstration is accurate and realistic
- PC16.** explain unfamiliar terms and jargons as and when it is used in words that the learners can understand easily
- PC17.** state the precautions to be taken while performing the various steps
- PC18.** provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible
- PC19.** ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards
- PC20.** follow the learning program and/or delivery plan to cover all learning objectives

Monitor and evaluate performance on-the job or in a simulated work environment

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

- PC21.** identify performance indicators that show achievement of performance standard or not
- PC22.** identify processes and measures to be incorporated to observe performance indicators of the learners while they work on the job or in a simulated work environment
- PC23.** observe learner performance and evaluate as per performance criteria to be achieved
- PC24.** record and share feedback on learner performance with management as well as the learner to support learning
- PC25.** ensure the learners display competence repeatedly before signing off their learning accomplishment

Carry out post-training activities

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

- PC26.** monitor the cleanliness and tidiness of the workshop area
- PC27.** notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel
- PC28.** securing equipment and tools in safe places in accordance with procedures
- PC29.** ensure that training equipment and tools are used and left in good condition
- PC30.** complete learner records accurately and submit or process and in the required timeframes

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Training Organisations system policies and procedures such as:a. candidate selectionb. rationale and purpose of competency-based assessmentc. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health Safety and Environment (HSE) issues relating to delivery of competency based training

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- 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.** which types of learning are best achieved and supported through demonstrations
- KU8.** training documentation to determine acceptable standards of knowledge and performance required from the learners
- KU9.** how to structure demonstrations and practice sessions
- KU10.** which factors are likely to prevent learning during demonstration and practice sessions and how to overcome them
- KU11.** the sources and availability of relevant equipment, materials and physical and learning resources and learning materials
- KU12.** various best practices for effectively facilitating learning of work skills on-the-job or in a simulated work environment
- KU13.** key workplace health and safety (WHS) issues in the learning environment, including: roles and responsibilities of key personnel responsibilities of learners relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures risk controls for the specific learning environment how to maintain the work area by ensuring safety and security how to handle hazardous materials, tools and equipment emergency procedures to be followed such as fire accidents, etc. long term value of good posture and use of appropriate handling equipment

Generic Skills (GS)

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

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders Reading Skills
- GS4.** read presentation slides and trainers guides and participant handbook Oral Communication (Listening and Speaking skills)
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners
- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner

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- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet client and student needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** how to improve work process
- GS18.** how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs
- GS19.** how to spot potential hazards at the workplace or simulated work place

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Organise for training of work skills on-the-job or in a simulated environment</i>	12	14	-	-
PC1. access, read and interpret the training documentation to determine acceptable standards of knowledge and performance required from the learners as per the curriculum	2	2	-	-
PC2. obtain information of batch size, no. of batches and schedule of training from authorised sources and documentation	1	2	-	-
PC3. estimate equipment, materials and physical and information resources required to carry out demonstration and practice of work skills to be learnt	2	2	-	-
PC4. organise for necessary and adequate equipment, materials and physical and information resources required with the support management and other support functions	2	2	-	-
PC5. check and ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner	2	2	-	-
PC6. notify learners of details regarding the implementation of the learning program and/or delivery plan	2	2	-	-
PC7. check and confirm a safe learning environment	1	2	-	-
<i>Impart training of work skills on-the-job or in a simulated environment</i>	18	26	-	-
PC8. share with the learners clearly, the acceptable standards of knowledge and performance required from them at the end of the session	2	2	-	-
PC9. brief the learners on workplace health and safety requirements and the consequences of not adhering to the same	2	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills	2	2	-	-
PC11. explain each step in the task or procedure required to be learnt to all learners and clarify their queries with respect to the same	2	2	-	-
PC12. demonstrate each step in the task or procedure required to be learnt to all learner at a pace and manner that is easy for learners to follow	2	2	-	-
PC13. ensure that all learners can see the demonstration and hear the instructions and explanations clearly	1	2	-	-
PC14. perform all the steps of the demonstration skilfully and in proper sequence	1	2	-	-
PC15. ensure that the demonstration is accurate and realistic	1	2	-	-
PC16. explain unfamiliar terms and jargons as and when it is used in words that the learners can understand easily	1	2	-	-
PC17. state the precautions to be taken while performing the various steps	1	2	-	-
PC18. provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible	1	2	-	-
PC19. ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards	1	2	-	-
PC20. follow the learning program and/or delivery plan to cover all learning objectives	1	2	-	-
<i>Monitor and evaluate performance on-the job or in a simulated work environment</i>	5	10	-	-
PC21. identify performance indicators that show achievement of performance standard or not	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. identify processes and measures to be incorporated to observe performance indicators of the learners while they work on the job or in a simulated work environment	1	2	-	-
PC23. observe learner performance and evaluate as per performance criteria to be achieved	1	2	-	-
PC24. record and share feedback on learner performance with management as well as the learner to support learning	1	2	-	-
PC25. ensure the learners display competence repeatedly before signing off their learning accomplishment	1	2	-	-
<i>Carry out post-training activities</i>	5	10	-	-
PC26. monitor the cleanliness and tidiness of the workshop area	1	2	-	-
PC27. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel	1	2	-	-
PC28. securing equipment and tools in safe places in accordance with procedures	1	2	-	-
PC29. ensure that training equipment and tools are used and left in good condition	1	2	-	-
PC30. complete learner records accurately and submit or process and in the required timeframes	1	2	-	-
NOS Total	40	60	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2603
NOS Name	Facilitate learning of work skills on-the-job or in a simulated work environment
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	21/06/2022
NSQC Clearance Date	19/12/2018

Qualification Pack

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

Description

This unit deals in detail with the assessment of competence as per required standards.

Scope

This unit/ task covers the following:

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

Elements and Performance Criteria

Prepare for undertaking assessment of competence as per standards

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

- PC1.** schedule the assessments in between the training schedule as per requirement of the training plan
- PC2.** access and interpret units of competency that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected
- PC3.** ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates
- PC4.** ensure a safe and secure environment for the assessment to take place
- PC5.** explain to the learner the purpose of the formative assessment and what they will be assessed on before conducting the assessment

Conduct assessment of competence

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

- PC6.** use assessment tools for various purposes: evaluate level of competence; evaluate learning retention; monitor learner progress against program and session objectives; identify learner learning needs against required curriculum; provide feedback to learners on progress; create development plan for further learning; assess learning styles; assess learner soft skills
- PC7.** gather evidence of performance applying the principles of assessment and rules of evidence
- PC8.** evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence
- PC9.** use judgement to infer whether competence has been demonstrated, based on the available evidence and in line with agreed assessment procedures and plan
- PC10.** record assessment decision whether competency mentioned in assessment criteria has been achieved
- PC11.** identify level of competence achieved as per assessment criteria as well as learning gaps

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- PC12.** provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required
- PC13.** prepare development plan for the learner to cover the learning gaps as identified in the assessment
- PC14.** complete learner assessment records accurately and submit or process as required in the required timeframes
- PC15.** use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.
- PC16.** check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences
- PC17.** document the results on paper templates as well as online forms and templates as prescribed accurately
- PC18.** complete candidate records accurately and process in the required time frame
- PC19.** secure, label and pack the evidences accurately as per standard procedures adopted by training organisation

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Training Organisations system policies and procedures such as:a. candidate selectionb. rationale and purpose of competency-based assessmentc. costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health Safety and Environment (HSE) issues relating to delivery of competency based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** Purpose of formative assessment and when is undertaken
- KU8.** how competency based assessment differs from other types of assessment
- KU9.** competency standards as the basis of qualifications
- KU10.** structure and application of competency standards
- KU11.** the principles of assessment and how they are applied
- KU12.** the distinction between assessment tools and assessment instruments
- KU13.** the rules of evidence and how they are applied
- KU14.** the range of assessment purposes and assessment contexts, including RPL
- KU15.** different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs

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- KU16.** how to apply assessment tools (in a formative assessment context) such as: the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods instruments to be used for gathering evidence, such as: profile of acceptable performance measures templates and proformas specific questions or activities evidence and observation checklists checklists for evaluating work samples candidate self-assessment materials procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.
- KU17.** reasonable adjustments and when they are applicable
- KU18.** types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment
- KU19.** how to develop development plan for learner based on formative assessment results

Generic Skills (GS)

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

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read presentation slides and trainers guides and participant handbook
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners
- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner
- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet client and student needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** how to improve work process
- GS18.** how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

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GS19. how to spot potential hazards at the workplace or simulated work place

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for undertaking assessment of competence as per standards</i>	10	15	-	-
PC1. schedule the assessments in between the training schedule as per requirement of the training plan	2	3	-	-
PC2. access and interpret units of competency that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected	2	3	-	-
PC3. ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates	2	3	-	-
PC4. ensure a safe and secure environment for the assessment to take place	2	3	-	-
PC5. explain to the learner the purpose of the formative assessment and what they will be assessed on before conducting the assessment	2	3	-	-
<i>Conduct assessment of competence</i>	28	47	-	-
PC6. use assessment tools for various purposes Various purposes: evaluate level of competence; evaluate learning retention; monitor learner progress against program and session objectives; identify learner learning needs against required curriculum; provide feedback to learners on progress; create development plan for further learning; assess learning styles; assess learner soft skills	2	4	-	-
PC7. gather evidence of performance applying the principles of assessment and rules of evidence	2	4	-	-
PC8. evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. use judgement to infer whether competence has been demonstrated, based on the available evidence and in line with agreed assessment procedures and plan	2	4	-	-
PC10. record assessment decision whether competency mentioned in assessment criteria has been achieved	2	3	-	-
PC11. identify level of competence achieved as per assessment criteria as well as learning gaps	2	4	-	-
PC12. provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required	2	3	-	-
PC13. prepare development plan for the learner to cover the learning gaps as identified in the assessment	2	3	-	-
PC14. complete learner assessment records accurately and submit or process as required in the required timeframes	2	3	-	-
PC15. 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	-	-
PC16. check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences	2	3	-	-
PC17. document the results on paper templates as well as online forms and templates as prescribed accurately	2	3	-	-
PC18. complete candidate records accurately and process in the required time frame	2	3	-	-
PC19. secure, label and pack the evidences accurately as per standard procedures adopted by training organisation	2	3	-	-
NOS Total	38	62	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2604
NOS Name	Undertake assessment of competence as per required standards
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	03/08/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

Qualification Pack

MEP/N2610: Demonstrate work skills on-the-job or in a simulated work environment

Description

This unit is about conducting demonstration of work skills on-the-job or in a simulated work environment.

Scope

This unit/ task covers the following:

- Identify audience for demonstration
- Prepare for the demonstration
- Conduct demonstration
- Undertake post demonstration activities

Elements and Performance Criteria

Identify audience for demonstration

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

- PC1.** identify characteristics of audience to customize demonstration as per their needs
- PC2.** confirm numbers and, if possible, names of individuals to ensure that all are present
- PC3.** identify purpose of the demonstration Purpose: To training the audience, to generate awareness, to demonstrate competence, etc.
- PC4.** identify time allowed for demonstration
- PC5.** identify location and facilities where demonstration will take place

Prepare for the demonstration

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

- PC6.** identify topic/s for demonstration
- PC7.** research topic/s and clarify doubts with subject matter expert
- PC8.** develop order or sequence of demonstration, for overall coverage of topic/s as well as coverage of each task within the topic to ensure ease of understanding for audience and efficient use of resources
- PC9.** rehearse the demonstration without the audience and identify areas that need specific attention
- PC10.** confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration

Conduct demonstration

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

- PC11.** conduct a site and safety briefing
- PC12.** conduct a group introduction session for names and stories of participants
- PC13.** clarify the planning of sessions for the audience
- PC14.** clarify each activity with respect to purpose, precautions and procedure before performing it

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- PC15.** conduct the demonstration while adapting to audience needs and ensuring that the purpose of the demonstration is being achieved
- PC16.** ensure that all audience members can see the demonstration and hear the instructions and explanations clearly
- PC17.** perform all the steps of the demonstration skilfully and in proper sequence
- PC18.** ensure that the demonstration is accurate and realistic
- PC19.** conduct review and summarization of activities as required
- PC20.** work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines

Undertake post demonstration activities

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

- PC21.** collect feed-back information and address any issues identified
- PC22.** use feed-back in future demonstration planning
- PC23.** secure equipment and tools in safe places and leave them in good condition in accordance with procedures
- PC24.** complete demonstration records accurately and submit or process and in the required timeframes

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational record-management systems and reporting requirements
- KU2.** 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.** state some common purposes for which demonstration is donePropose of demonstrations: to training the audience, to generate awareness, to sell a product or service, to prove own competence, etc.
- KU7.** describe key characteristics of effective demonstrationsCharacteristics of effective demonstrations: Purposefulness, Clarity, Completeness, Speed and duration optimization, Correct sequencing, freedom for errors, cost optimization
- KU8.** audience characteristics for which the demonstration is to be adapted
- KU9.** importance of knowing the audience and purpose of demonstration, before starting
- KU10.** sources for information about audience, time, location, purpose and topic/s for demonstration
- KU11.** importance planning how to conduct the demonstration and rehearsing it before the actual demonstration
- KU12.** how to order or sequence a demonstration such that it ensures ease of understanding for audience and efficient use of resources
- KU13.** importance of confirming that all materials, tools and equipment is present and in working order, including safety equipment for the demonstration

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- KU14.** how to conduct a site and safety briefing and why is it important
- KU15.** importance of briefing the audience on each activity with respect to its purpose, precautions and procedure before demonstration
- KU16.** when is reviewing and revising of activities required after the demonstration
- KU17.** need for working safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines
- KU18.** feed-back to be collected that will benefit future demonstration planning
- KU19.** secure equipment and tools in safe places in accordance with procedures
- KU20.** importance of ensuring safety, hygiene, tidiness before, during and after the sessions
- KU21.** demonstration records and the process of submitting the same
- KU22.** importance of completing demonstration records accurately and processing within required timeframes

Generic Skills (GS)

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

- GS1.** complete demonstration related documentation in simple word on pre-set formats
- GS2.** Read feedback in local language or simple English
- GS3.** Provide clear explanation of safety procedures, demonstration related steps and site briefing
- GS4.** Provide answer to queries w.r.t to the demonstration
- GS5.** handle disruptions during demonstration in a solution seeking and calm manner
- GS6.** identify audience and environment related concerns are to be dealt on their own and which have to be reported and handled in consultation with seniors
- GS7.** deliver demonstration smoothly, on time while meeting the session objectives
- GS8.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS9.** identify and meet client needs w.r.t demonstration
- GS10.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS11.** how to improve work process
- GS12.** how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify audience for demonstration</i>	6	11	-	-
PC1. identify characteristics of audience to customize demonstration as per their needs	2	3	-	-
PC2. confirm numbers and, if possible, names of individuals to ensure that all are present	1	2	-	-
PC3. identify purpose of the demonstration Purpose: To training the audience, to generate awareness, to demonstrate competence, etc.	1	2	-	-
PC4. identify time allowed for demonstration	1	2	-	-
PC5. identify location and facilities where demonstration will take place	1	2	-	-
<i>Prepare for the demonstration</i>	9	15	-	-
PC6. identify topic/s for demonstration	1	2	-	-
PC7. research topic/s and clarify doubts with subject matter expert	2	3	-	-
PC8. develop order or sequence of demonstration, for overall coverage of topic/s as well as coverage of each task within the topic to ensure ease of understanding for audience and efficient use of resources	2	4	-	-
PC9. rehearse the demonstration without the audience and identify areas that need specific attention	2	3	-	-
PC10. confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration	2	3	-	-
<i>Conduct demonstration</i>	17	29	-	-
PC11. conduct a site and safety briefing	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. conduct a group introduction session for names and stories of participants	2	3	-	-
PC13. clarify the planning of sessions for the audience	2	3	-	-
PC14. clarify each activity with respect to purpose, precautions and procedure before performing it	2	3	-	-
PC15. conduct the demonstration while adapting to audience needs and ensuring that the purpose of the demonstration is being achieved	2	3	-	-
PC16. ensure that all audience members can see the demonstration and hear the instructions and explanations clearly	2	3	-	-
PC17. perform all the steps of the demonstration skilfully and in proper sequence	1	3	-	-
PC18. ensure that the demonstration is accurate and realistic	1	3	-	-
PC19. conduct review and summarization of activities as required	1	3	-	-
PC20. work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines	2	2	-	-
<i>Undertake post demonstration activities</i>	4	9	-	-
PC21. collect feed-back information and address any issues identified	1	3	-	-
PC22. use feed-back in future demonstration planning	1	2	-	-
PC23. secure equipment and tools in safe places and leave them in good condition in accordance with procedures	1	2	-	-
PC24. complete demonstration records accurately and submit or process and in the required timeframes	1	2	-	-
NOS Total	36	64	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2610
NOS Name	Demonstrate work skills on-the-job or in a simulated work environment
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	21/06/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

Qualification Pack

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

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 / assessment environment
- 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

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- 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
- 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:

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- 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
<i>Apply relevant health and safety practices in a training / assessment environment</i>	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	-	-
<i>Maintain a safe environment</i>	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	-	-
<i>Maintain a healthy and hygienic environment</i>	6	20	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. maintain the training and assessment area in a clean and tidy condition	1	4	-	-
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	-	-
<i>Deal with emergency situations</i>	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 assessment environment
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

Qualification Pack

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

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- 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 policy
Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour

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

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- 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

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- GS17.** identify own strengths and weaknesses with respect achieving performance standards on the job
- GS18.** identify inappropriate behaviour and how to deal with it

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain a professional image and behaviour</i>	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	-	-
<i>Maintain and enhance professional competence</i>	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	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Work in a disciplined and ethical manner</i>	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	-	-
<i>Work effectively with all stakeholders</i>	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	-	-

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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 policy Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour	1	2	-	-
NOS Total	36	64	-	-

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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/N2601.Plan and organize for facilitation of a training program	40	60	-	-	100	20
MEP/N2602.Deliver competency based, instructor-led training sessions as per session plan	40	60	-	-	100	21
MEP/N2603.Facilitate learning of work skills on-the-job or in a simulated work environment	40	60	-	-	100	18

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National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N2604.Undertake assessment of competence as per required standards	38	62	-	-	100	15
MEP/N2610.Demonstrate work skills on-the-job or in a simulated work environment	36	64	-	-	100	13
MEP/N9911.Apply health and safety practices applicable in a training and assessment environment	30	70	-	-	100	5
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	8
Total	260	440	-	-	700	100

Acronyms

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

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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.

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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.