Qualification Pack

Trainer (VET and Skills)

QP Code: MEP/Q2601

Version: 3.0

NSQF Level: 5

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Contents

Qualification Pack

MEP/Q2601: Trainer (VET and Skills)

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 strong communication, organizational and interpersonal skills. The person must be quality focused. Additionally, the individual should remain abreast with the latest trends and upgrade their 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/N2618: Facilitate learning through on-the-job or in a simulated training

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

5. MEP/N9903: Apply health and safety practices at the workplace

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

7. DGT/VSQ/N0102: Employability Skills (60 Hours)

Qualification Pack (QP) Parameters

Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
Country	India
NSQF Level	5
Credits	17

Aligned to NCO/ISCO/ISIC Code	NCO-2015/2424.0402, 2424.9900
Minimum Educational Qualification & Experience	Certificate (Certified on any domain skills of NSQF Level 4 (Technical/Vocational Standards) or any other additional experience /academic qualification as required by the domain awarding body or certified in relevant CITS trade with an experience of 1 year)
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	30/06/2025
NSQC Approval Date	30/06/2022
Version	3.0
Reference code on NQR	2022/OAFM/MEPSC/06024
NQR Version	3

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

The scope covers the following :

- Interpret learning environment and delivery requirements
- Modify session plans and resources for delivery
- Organize 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. obtain training documentation from authorized source with respect to mode of training virtual (e-learning, app-based, and blended) and on-site classes

PC2. access, read, and interpret the training documentation to determine delivery requirements from authorised source (Training documentation: Trainers guide, Occupational standards, and Key Learning Outcomes (KLOs), Curriculum, Training schedule)

PC3. provide recommendation for selection of candidates for training as per the learning objectives of the program

PC4. obtain details of the learners from authorised sources

PC5. examine learner profiles to identify group and individual learner needs, and relevant learner characteristics

PC6. identify training environment requirements w.r.t. virtual (e-learning, app-based, and blended) and on-site classes (like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc.)

PC7. identify constraints impacting training delivery and relevant risks and applicable solutions

Modify session plans and resources for delivery

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

PC8. evaluate specific needs of individual learners and requisite resources

PC9. modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc.

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

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 for off-line mode and training environment in on-line mode 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 coordinating with training coordinator (Support services: Pantry service, logistic service, housekeeping and maintenance, internet services, training platform and IT support)

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. work area inspection procedures and practices

KU4. procedures for the recording, reporting and maintenance of workplace equipment

KU5. the learner group profile, including characteristics and needs of individual learners in the group

KU6. setting 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, training delivery plan, other equipment specified in session plan)

KU7. competency based curriculum documents and learning materials

KU8. assessment and risk control measures relating to the facilitation of group-based learning

KU9. policies and procedures relevant to the learning environment

KU10. how to create and modify session plan

KU11. prescribed and standard session plan template

KU12. mode of training like on-line, hybrid or blended and on-site

KU13. synchronous and asynchronous training tools

KU14. main stages of the training cycle in virtual (e-learning, app-based, & blended) and on-site classes

KU15. methods of giving feedback and mentoring during on-line training

Generic Skills (GS)

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

GS1. GS1. write messages, notes and short descriptive text with reasonable accurac

GS2. GS2. read and extract relevant information from documentation including purpose, nature of document, etc.

GS3. GS3. communicate effectively with co-workers and clients

GS4. GS4. use effective listening and probing/questioning skills

GS5. GS5. plan ones day to day tasks to achieve optimum productivity

GS6. GS6. manage distractions

GS7. GS7. be patient and courteous under all circumstances and situations

GS8. GS8. apply problem solving skills that require negotiation to resolve problems of a difficult nature

GS9. GS9. breakdown relevant work process into its constituent activities for ease of analysis

GS10. GS10. estimate time and effort required to complete a task accurately

GS11. GS11. seek clarification on problems and its solution from others

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Interpret learning environment and delivery requirements	**17**	**26**	**-**	**-**
PC1. obtain training documentation from authorized source with respect to mode of training virtual (e-learning, app-based, and blended) and on-site classes	-	-	-	-
PC2. access, read, and interpret the training documentation to determine delivery requirements from authorised source (Training documentation: Trainers guide, Occupational standards, and Key Learning Outcomes (KLOs), Curriculum, Training schedule)	-	-	-	-
PC3. provide recommendation for selection of candidates for training as per the learning objectives of the program	-	-	-	-
PC4. obtain details of the learners from authorised sources	-	-	-	-
PC5. examine learner profiles to identify group and individual learner needs, and relevant learner characteristics	-	-	-	-
PC6. identify training environment requirements w.r.t. virtual (e-learning, app-based, and blended) and on-site classes (like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc.)	-	-	-	-
PC7. identify constraints impacting training delivery and relevant risks and applicable solutions	-	-	-	-
Modify session plans and resources for delivery	**9**	**15**	**-**	**-**
PC8. evaluate specific needs of individual learners and requisite resources	-	-	-	-
PC9. modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. contextualise learning materials to meet the needs of the specific learner group	-	-	-	-
Organise training environment	**14**	**19**	**-**	**-**
PC11. ensure availability of adequate training materials, facility, technology, tools and equipment in time for delivery of learning sessions	-	-	-	-
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 for off-line mode and training environment in on-line mode 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 coordinating with training coordinator (Support services: Pantry service, logistic service, housekeeping and maintenance, internet services, training platform and IT support)	-	-	-	-
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	-	-	-	-
NOS Total	**40**	**60**	**-**	**-**

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	3
Version	3.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

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.

Scope

The scope covers the following :

- Deliver and facilitate training sessions
- Support and monitor learning
- Undertake post training activities

Elements and Performance Criteria

Deliver and facilitate training sessions

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 guideTraining methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-studyTraining 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 techniquesBasic 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. ensure safe and comfortable environment for learning

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

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 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. 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 experiential and participative learning. g)use of modelling. the learning process should reflect individual circumstances

KU8. factors that affect learning such as:a. physical e.g. temperature, health, personal concernsb. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental

KU9. techniques to create and maintain a positive learning environment such as:a). encouraging learner participation, b). using interactive learning approaches to transfer skills and knowledge to learners, c). using presentation skills to convey understanding of key concepts and central ideas, d). being aware of non-verbal and verbal communication of participants, e). using learning resources to enhance the learning experience for all learners, f). delivering at appropriate pace, g). 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, h). summarising key concepts and ideas at strategic points to facilitate learner understanding, i). monitoring learner progress with tasks and learning activities based on session plan.n. measuring the achievement of learning outcomes by formative assessment, j). using the diversity of the group as a resource to support learning, k). using facilitation skills to ensure effective participation and group management

KU10. ways to implement program delivery based on session delivery plans and facilitation guides

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 to handle: 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. write factual and quantitative information correctly

GS2. read and extract relevant information from documentation including purpose, nature of document, etc.

GS3. communicate effectively with co-workers and clients

GS4. use effective listening and probing/questioning skills

GS5. plan ones day to day tasks to achieve optimum productivity

GS6. manage distractions

GS7. be patient and courteous under all circumstances and situations

GS8. apply problem solving skills that require negotiation to resolve problems of a difficult nature

GS9. breakdown relevant work process into its constituent activities for ease of analysis

GS10. estimate time and effort required to complete a task accurately

GS11. seek clarification on problems and its solution from others

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Deliver and facilitate training sessions	**24**	**34**	**-**	**-**
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 guideTraining methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-studyTraining 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 techniquesBasic 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	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. manage inappropriate behaviour professionally as per established organisational policy	-	-	-	-
PC10. ensure safe and comfortable environment for learning	-	-	-	-
Support and monitor learning	**10**	**17**	**-**	**-**
PC11. monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met	-	-	-	-
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	**6**	**9**	**-**	**-**
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	-	-	-	-
NOS Total	**40**	**60**	**-**	**-**

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	4
Version	3.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N2618: Facilitate learning through on-the-job or in a simulated training

Description

This unit deals with planning for teaching work skills on-the-job or in a simulated work environment. It involves all the preparation required like resources and equipment in the right quantity, their arrangements and other facilities required like demonstrator or instructor.

Scope

The scope covers the following :

- Prepare for on-the-job training or simulated training
- Carry out on-the-job or simulated training

Elements and Performance Criteria

Prepare for on-the-job training or simulated training

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

PC1. obtain information of batch size, schedule of training, documentation and relevant materials from authorised sources

PC2. identify characteristics of audience to customize demonstration as per their needs

PC3. estimate equipment, materials and resources required to carry out demonstration and practice of work skills

PC4. organize for necessary and adequate equipment, materials and resources required

PC5. 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

Carry out on-the-job or simulated training

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

PC7. share with the learners clearly, the acceptable standards of knowledge and performance to become competent

PC8. ensure that all learners have access to necessary equipment and materials for practicing on and learning the work skills

PC9. demonstrate each step in the task or procedure at a pace and manner that is easy for learners to follow

PC10. clarify queries and provide feedback on progress systematically

PC11. explain unfamiliar terms and jargons as and when they are used so that the learners can understand easily

PC12. state the precautions to be taken while performing the various steps

PC13. provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible

PC14. observe learner performance and evaluate as per performance criteria

PC15. record and share feedback with the learners to support their learning as well as with management as per protocol

PC16. carry out post-training activities like proper storage of equipment and maintenance of records

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. difference between on-the-job and simulation training

KU2. areas where only simulation training is possible

KU3. required basic competencies in students to start on-the- job training

KU4. work area inspection procedures and practices

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

KU6. types of learning that are best achieved and supported through demonstrations

KU7. training documentation to determine acceptable standards of knowledge and performance required from the learners

KU8. how to structure demonstrations and practice sessions

KU9. which factors are likely to prevent learning during demonstration and practice sessions and how to overcome them

KU10. the sources and availability of relevant equipment, materials and physical and learning resources and learning materials

KU11. various best practices for effectively facilitating learning of work skills through on-the-job or simulations

Generic Skills (GS)

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

GS1. write messages, notes and short descriptive text with reasonable accuracy

GS2. read and extract relevant information from documentation including purpose, nature of document, etc.

GS3. communicate effectively with co-workers and clients

GS4. use effective listening and probing/questioning skills

GS5. plan ones day to day tasks to achieve optimum productivity

GS6. manage distractions

GS7. be patient and courteous under all circumstances and situations

GS8. apply problem solving skills that require negotiation to resolve problems of a difficult nature

GS9. breakdown relevant work process into its constituent activities for ease of analysis

GS10. seek clarification on problems and its solution from others

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Prepare for on-the-job training or simulated training	**9**	**25**	**-**	**-**
PC1. obtain information of batch size, schedule of training, documentation and relevant materials from authorised sources	-	-	-	-
PC2. identify characteristics of audience to customize demonstration as per their needs	-	-	-	-
PC3. estimate equipment, materials and resources required to carry out demonstration and practice of work skills	-	-	-	-
PC4. organize for necessary and adequate equipment, materials and resources required	-	-	-	-
PC5. 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	-	-	-	-
Carry out on-the-job or simulated training	**21**	**45**	**-**	**-**
PC7. share with the learners clearly, the acceptable standards of knowledge and performance to become competent	-	-	-	-
PC8. ensure that all learners have access to necessary equipment and materials for practicing on and learning the work skills	-	-	-	-
PC9. demonstrate each step in the task or procedure at a pace and manner that is easy for learners to follow	-	-	-	-
PC10. clarify queries and provide feedback on progress systematically	-	-	-	-
PC11. explain unfamiliar terms and jargons as and when they are used so that the learners can understand easily	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. state the precautions to be taken while performing the various steps	-	-	-	-
PC13. provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible	-	-	-	-
PC14. observe learner performance and evaluate as per performance criteria	-	-	-	-
PC15. record and share feedback with the learners to support their learning as well as with management as per protocol	-	-	-	-
PC16. carry out post-training activities like proper storage of equipment and maintenance of records	-	-	-	-
NOS Total	**30**	**70**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2618
NOS Name	Facilitate learning through on-the-job or in a simulated training
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	3
Version	2.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

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

Description

This unit deals in detail with the preparation for undertaking assessment of competence and conduct of assessments which also includes post-assessment activities like recording and forwarding of results.

Scope

The scope covers the following :

- Prepare for undertaking assessment of competence
- 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

PC3. prepare assessment tools to match the competency being evaluated and the parameters indicated in the checklist

PC4. ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates

PC5. ensure a safe and secure environment for the assessment to take place

PC6. provide instructions prior to assessment on the conduct of the assessment and assessment parameters

Conduct assessment of competence

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

PC7. use assessment tools for various purposesVarious 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

PC8. gather evidence of performance applying the principles of assessment and rules of evidence

PC9. evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence

PC10. validate inferences made and finalize the results of the assessment

PC11. record assessment decision whether competency mentioned in assessment criteria has been achieved

PC12. identify level of competence achieved as per assessment criteria as well as learning gaps

PC13. provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required

PC14. complete learner assessment records accurately and submit or process as required in the required timeframes

PC15. use technology as applicable 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 (for example, to see if there are no shortcomings), and retake the recording and evidences as applicable

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 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. 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

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. write factual and quantitative information correctly

GS2. read and extract relevant information from documentation including purpose, nature of document,etc

GS3. communicate effectively with co-workers and clients

GS4. use effective listening and probing/questioning skills

GS5. plan ones day to day tasks to achieve optimum productivity

GS6. manage distractions

GS7. be patient and courteous under all circumstances and situations

GS8. apply problem solving skills that require negotiation to resolve problems of a difficult nature

GS9. breakdown relevant work process into its constituent activities for ease of analysis

GS10. estimate time and effort required to complete a task accurately

GS11. seek clarification on problems and its solution from others

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Prepare for undertaking assessment of competence as per standards	**14**	**20**	**-**	**-**
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	-	-	-	-
PC3. prepare assessment tools to match the competency being evaluated and the parameters indicated in the checklist	-	-	-	-
PC4. ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates	-	-	-	-
PC5. ensure a safe and secure environment for the assessment to take place	-	-	-	-
PC6. provide instructions prior to assessment on the conduct of the assessment and assessment parameters	-	-	-	-
Conduct assessment of competence	**26**	**40**	**-**	**-**
PC7. use assessment tools for various purposesVarious 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	-	-	-	-
PC8. gather evidence of performance applying the principles of assessment and rules of evidence	-	-	-	-
PC9. evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. validate inferences made and finalize the results of the assessment	-	-	-	-
PC11. record assessment decision whether competency mentioned in assessment criteria has been achieved	-	-	-	-
PC12. identify level of competence achieved as per assessment criteria as well as learning gaps	-	-	-	-
PC13. provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required	-	-	-	-
PC14. complete learner assessment records accurately and submit or process as required in the required timeframes	-	-	-	-
PC15. use technology as applicable 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 (for example, to see if there are no shortcomings), and retake the recording and evidences as applicable	-	-	-	-
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	-	-	-	-
NOS Total	**40**	**60**	**-**	**-**

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	3
Version	3.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N9903: Apply health and safety practices at the workplace

Description

This unit deals in detail with application of health and safety practices in the workplace

Scope

The scope covers the following :

- Apply relevant health and safety practices at the workplace
- Maintain a healthy and hygienic environment
- Deal with emergency situations
- Follow fire safety requirements

Elements and Performance Criteria

Apply relevant health and safety practices at the workplace

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

PC1. identify, control and report health and safety issues relating to immediate work environment according to procedures

PC2. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies

PC3. document and report all hazards, accidents and near-miss incidents as per set process

PC4. document safety records according to organisational policies

Maintain a healthy and hygienic environment

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

PC5. maintain the work area in a clean and tidy condition

PC6. ensure that the work area is sanitised as and when required

PC7. maintain personal hygiene

PC8. use appropriate personal protective equipment (PPE) where required

PC9. wash hands using soap and water or alcohol based sanitiser

PC10. report hygiene related concerns promptly to the relevant authority

Emergencies, rescue and first-aid procedures

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

PC11. administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.

PC12. respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments

PC13. perform rescue activity during an accident if applicable (e.g. if moving victim is advisable)

Follow fire safety requirements

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

PC14. follow fire safety practices

PC15. identify the type of fire and its stage

PC16. use the various appropriate fire extinguishers on different types of fires correctly

PC17. follow procedures to rescue victim of fire without endangering self

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Health Safety and Environment (HSE) practices

KU2. relevant Occupational Health and Safety (OHS) regulations

KU3. enterprise /site emergency procedures and techniques

KU4. waste and dangerous materials disposal procedures and practices

KU5. procedures for recording, reporting and maintenance of workplace safety and hygiene

KU6. meaning of hazards and risks

KU7. health and safety hazards commonly present in the work environment and related precautions

KU8. possible causes of risk, hazard or accident in the workplace

KU9. where to find all the general health and safety equipment in the workplace

KU10. various dangers associated with the use of electrical equipment

KU11. preventative and remedial actions to be taken in the case of exposure to toxic materials

KU12. importance of using protective clothing/equipment while working

KU13. precautionary activities to prevent the fire accident

KU14. various causes of fire

KU15. techniques of using the different fire extinguishers

KU16. different methods of extinguishing fire

KU17. different materials used for extinguishing fire

KU18. rescue techniques applied during a fire hazard

KU19. various types of safety signs and their meaning

KU20. appropriate basic first aid treatment relevant to the condition eg. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries

KU21. safe lifting and carrying practices

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 co workers

GS4. take decision about the corrective action to be taken in case of any potential hazards

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Apply relevant health and safety practices at the workplace	**13**	**16**	**-**	**-**
PC1. identify, control and report health and safety issues relating to immediate work environment according to procedures	-	-	-	-
PC2. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	-	-	-	-
PC3. document and report all hazards, accidents and near-miss incidents as per set process	-	-	-	-
PC4. document safety records according to organisational policies	-	-	-	-
Maintain a healthy and hygienic environment	**8**	**21**	**-**	**-**
PC5. maintain the work area in a clean and tidy condition	-	-	-	-
PC6. ensure that the work area is sanitised as and when required	-	-	-	-
PC7. maintain personal hygiene	-	-	-	-
PC8. use appropriate personal protective equipment (PPE) where required	-	-	-	-
PC9. wash hands using soap and water or alcohol based sanitiser	-	-	-	-
PC10. report hygiene related concerns promptly to the relevant authority	-	-	-	-
Emergencies, rescue and first-aid procedures	**6**	**9**	**-**	**-**
PC11. administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.	-	-	-	-
PC12. respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. perform rescue activity during an accident if applicable (e.g. if moving victim is advisable)	-	-	-	-
Follow fire safety requirements	**13**	**14**	**-**	**-**
PC14. follow fire safety practices	-	-	-	-
PC15. identify the type of fire and its stage	-	-	-	-
PC16. use the various appropriate fire extinguishers on different types of fires correctly	-	-	-	-
PC17. follow procedures to rescue victim of fire without endangering self	-	-	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9903
NOS Name	Apply health and safety practices at the workplace
Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Generic
NSQF Level	4
Credits	1
Version	5.0
Last Reviewed Date	17/11/2022
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

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

The scope 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. seek feedback on performance from others and incorporate it to improve

Work in a disciplined and ethical manner

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

PC12. perform tasks to the required workplace standard

PC13. protect the rights of the client and organisation when delivering services

PC14. recognise potential ethical issues in the workplace and discuss with an appropriate person

PC15. recognise unethical conduct and report to an appropriate person

PC16. operate within an agreed ethical code of practice

PC17. maintain confidentiality as per the organisaiional guidelines

Work effectively with all stakeholders

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

PC18. identify and obtain clarity regarding organisational, team and own goals

PC19. prioritise tasks at work as per organisational, team and own goals

PC20. plan to meet team performance targets and standards

PC21. monitor own and team performance as per agreed plan

PC22. share all relevant information with stakeholders in agreed formats and as per agreed timelines

PC23. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes

PC24. recognise, avoid and/or address any conflict of interest

PC25. 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

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	**3**	**5**	**-**	**-**
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	**14**	**19**	**-**	**-**
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. seek feedback on performance from others and incorporate it to improve	-	-	-	-
Work in a disciplined and ethical manner	**10**	**17**	**-**	**-**
PC12. perform tasks to the required workplace standard	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. protect the rights of the client and organisation when delivering services	-	-	-	-
PC14. recognise potential ethical issues in the workplace and discuss with an appropriate person	-	-	-	-
PC15. recognise unethical conduct and report to an appropriate person	-	-	-	-
PC16. operate within an agreed ethical code of practice	-	-	-	-
PC17. maintain confidentiality as per the organisaiional guidelines	-	-	-	-
Work effectively with all stakeholders	**13**	**19**	**-**	**-**
PC18. identify and obtain clarity regarding organisational, team and own goals	-	-	-	-
PC19. prioritise tasks at work as per organisational, team and own goals	-	-	-	-
PC20. plan to meet team performance targets and standards	-	-	-	-
PC21. monitor own and team performance as per agreed plan	-	-	-	-
PC22. share all relevant information with stakeholders in agreed formats and as per agreed timelines	-	-	-	-
PC23. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes	-	-	-	-
PC24. recognise, avoid and/or address any conflict of interest	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. 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)	-	-	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9912
NOS Name	Apply principles of professional practice at the workplace
Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Generic
NSQF Level	4
Credits	1
Version	3.0
Last Reviewed Date	17/11/2022
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

Qualification Pack

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

PC1. identify employability skills required for jobs in various industries

PC2. identify and explore learning and employability portals

Constitutional values – Citizenship

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

PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.

PC4. follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC5. recognize the significance of 21st Century Skills for employment

PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

PC7. use basic English for everyday conversation in different contexts, in person and over the telephone

PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English

PC9. write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

PC10. understand the difference between job and career

PC11. prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings

PC13. work collaboratively with others in a team

Diversity & Inclusion

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

PC14. communicate and behave appropriately with all genders and PwD

PC15. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

PC16. select financial institutions, products and services as per requirement

PC17. carry out offline and online financial transactions, safely and securely

PC18. identify common components of salary and compute income, expenses, taxes, investments etc

PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

PC20. operate digital devices and carry out basic internet operations securely and safely

PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively

PC22. use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research

PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion

PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

PC26. identify different types of customers

PC27. identify and respond to customer requests and needs in a professional manner.

PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

GS3. behave politely and appropriately with all

GS4. how to work in a virtual mode

GS5. perform calculations efficiently

GS6. solve problems effectively

GS7. pay attention to details

GS8. manage time efficiently

GS9. maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
Basic English Skills	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
Career Development & Goal Setting	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
Communication Skills	**2**	**2**	**-**	**-**
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
Diversity & Inclusion	**1**	**2**	**-**	**-**
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	**2**	**3**	**-**	**-**
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
Essential Digital Skills	**3**	**4**	**-**	**-**
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Entrepreneurship	**2**	**3**	**-**	**-**
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	**1**	**2**	**-**	**-**
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	**2**	**3**	**-**	**-**
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	**20**	**30**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	30/05/2024
Next Review Date	30/05/2027
NSQC Clearance Date	30/05/2024

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.

Minimum Aggregate Passing % at QP Level : 80

(**Please note**: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

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	20
MEP/N2618.Facilitate learning through on-the-job or in a simulated training	30	70	-	-	100	15
MEP/N2604.Undertake assessment of competence as per required standards	40	60	-	-	100	20
MEP/N9903.Apply health and safety practices at the workplace	40	60	-	-	100	10
MEP/N9912.Apply principles of professional practice at the workplace	40	60	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	5
Total	**250**	**400**	**-**	**-**	**650**	**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.