What are Occupational Standards (OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function.

- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding.

Introduction

Qualifications Pack-Assessor

**SECTOR:** MANAGEMENT & ENTERPRENEURSHIP AND PROFESSIONAL SKILLS COUNCIL

**SUB-SECTOR:** Training

**OCCUPATION:** Assessor

**REFERENCE ID:** MEP/Q0104

**ALIGNED TO:** NCO-2004/ NIL

**Brief Job Description:** Assessors deliver assessment services in the training and vocational education and training sector. They assess candidates in an industry area or area of subject matter expertise in a range of contexts in accordance with scope of their certification by the relevant Sector Skills Council.

**Personal Attributes:** An aptitude for training-related work; strong interpersonal skills, the ability to work as part of a team; a passion for quality and for developing others; well-organised and focused, eager to learn and update knowledge.
Qualifications Pack Code: MEP/0104

<table>
<thead>
<tr>
<th>Job Role</th>
<th>Assessor</th>
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<tbody>
<tr>
<td>Credits (NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Sector</td>
<td>Management &amp; Entrepreneurship and Professional Skills Council</td>
</tr>
<tr>
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<td>Training &amp; Assessment</td>
</tr>
<tr>
<td>Occupation</td>
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<tr>
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Job Role

<table>
<thead>
<tr>
<th>Role Description</th>
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<tbody>
<tr>
<td>Assessor deliver accredited training services in the training and vocational education and training sector.</td>
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<thead>
<tr>
<th>NSQF level</th>
<th>Minimum Educational Qualifications*</th>
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<tbody>
<tr>
<td>5</td>
<td>Year 10 or equivalent standard in literacy and numeracy</td>
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<table>
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<tr>
<th>Maximum Educational Qualifications*</th>
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<tr>
<td>Not Applicable</td>
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<table>
<thead>
<tr>
<th>Training (Suggested but not mandatory)</th>
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<tr>
<td>As per the standards set by relevant SSC to practice in different industry sectors.</td>
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</table>

Compulsory:
1. MEP/N0101: Work effectively within Indian sector
2. MEP/N0102: Maintain and enhance professional practice and technical competency
3. MEP/N9009: Undertake competency based summative assessment
4. MEP/N9010: Participate in assessment validation and moderation

Optinal N.A

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>As described in the relevant OS units</td>
</tr>
<tr>
<td>Keywords /Terms</td>
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</tr>
<tr>
<td>Assessment</td>
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<tr>
<td>Assessment Context</td>
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<tr>
<td>Assessment Judgement</td>
</tr>
<tr>
<td>Assessment Methods</td>
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<td>Assessment Only Pathway</td>
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<tr>
<td>Assessment quality management</td>
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<tr>
<td>Assessment System</td>
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<tr>
<td>Assessment Tool</td>
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<tr>
<td>Assessor</td>
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<tr>
<td>Term</td>
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<tr>
<td>Authenticity</td>
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<tr>
<td>Candidate</td>
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<tr>
<td>Client</td>
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<tr>
<td>Code</td>
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<tr>
<td>Competency</td>
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<tr>
<td>Competency based assessment</td>
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<tr>
<td>Consistency of evidence</td>
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<tr>
<td>Construct validity</td>
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<tr>
<td>Content validity</td>
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<tr>
<td>Contingency Management Skills</td>
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<tr>
<td>Core Skills/Generic Skills</td>
</tr>
<tr>
<td>Credit</td>
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<tr>
<td>Credit Transfer</td>
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<tr>
<td>Currency</td>
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<tr>
<td>Currency in assessment</td>
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<tr>
<td>Currency in practice</td>
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<tr>
<td><strong>Qualifications Pack For Assessor</strong></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Decision making rules</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Dimensions of Competency</strong></td>
</tr>
<tr>
<td><strong>Direct Observation</strong></td>
</tr>
<tr>
<td><strong>Elements</strong></td>
</tr>
<tr>
<td><strong>Entry Requirements</strong></td>
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<tr>
<td><strong>Evidence</strong></td>
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<tr>
<td><strong>Face validity</strong></td>
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<tr>
<td><strong>Fairness</strong></td>
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<tr>
<td><strong>Flexibility (assessment)</strong></td>
</tr>
<tr>
<td><strong>Function</strong></td>
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<tr>
<td><strong>Job role</strong></td>
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<tr>
<td><strong>Job/Role Environment Skills</strong></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
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</table>
Knowledge and Understanding are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

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<tr>
<td>Language, Literacy and Numeracy (LLN)</td>
<td>Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of contexts, and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.</td>
</tr>
<tr>
<td>National Occupational Standards (NOS)</td>
<td>NOS are Occupational Standards which apply uniquely in the Indian context.</td>
</tr>
<tr>
<td>National Skills Qualification Framework (NSQF)</td>
<td>The policy framework that defines all qualifications recognised nationally in post-compulsory education and training in India.</td>
</tr>
<tr>
<td>National Skills Qualification Framework Alignment</td>
<td>Alignment to the National Skills Quality Framework: (NSQF): occurs when a group of NOS within a QP are a viable NSQF level (in line with the guidance provided in the current National Skills Quality Framework notification and National Skill Development Agency guidance).</td>
</tr>
<tr>
<td>Occupation</td>
<td>Occupation is a set of job roles, which perform similar/related set of functions in an industry.</td>
</tr>
<tr>
<td>Occupational Standards (OS)</td>
<td>OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.</td>
</tr>
<tr>
<td>Organisational Context</td>
<td>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.</td>
</tr>
<tr>
<td>Performance Criteria</td>
<td>Performance Criteria are statements that together specify the standard of performance required when carrying out a task.</td>
</tr>
<tr>
<td>Predictive validity</td>
<td>A form of criterion validity concerned with the ability of the assessment outcomes to accurately predict the future performance of the candidate.</td>
</tr>
<tr>
<td>Principles of Assessment</td>
<td>To ensure quality outcomes, assessment should be: fair; flexible; valid; reliable; sufficient.</td>
</tr>
<tr>
<td>Qualifications Pack (QP)</td>
<td>Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.</td>
</tr>
<tr>
<td>Recognition of Prior Learning (RPL)</td>
<td>An assessment process that involves assessment of the individual’s relevant prior learning to determine the credit outcomes of an individual application for credit.</td>
</tr>
<tr>
<td>Reliability</td>
<td>One of the principles of assessment and refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.</td>
</tr>
<tr>
<td>Rules of evidence:</td>
<td>Closely related to the assessment principles and provide guidance on the</td>
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<td><strong>Qualifications Pack For Assessor</strong></td>
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<td>--------------------------------------</td>
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| **collection of evidence to ensure that it is valid, sufficient, authentic and current.** |

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<tr>
<th><strong>Sector</strong></th>
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<tbody>
<tr>
<td>Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.</td>
</tr>
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</table>

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<thead>
<tr>
<th><strong>Sector Skills Councils (SSCs)</strong></th>
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<tbody>
<tr>
<td>National bodies contracted by the NSDC to develop and maintain NOS and QPs specific to the industry area(s) for which they have coverage and to accredit training affiliates and assessment bodies.</td>
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<tr>
<th><strong>Simulation</strong></th>
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<td>A form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role-plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate:</td>
</tr>
<tr>
<td>• technical skills</td>
</tr>
<tr>
<td>• required knowledge</td>
</tr>
<tr>
<td>• generic skills such as decision making and problem solving</td>
</tr>
<tr>
<td>• workplace practices such as effective communication.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skills</strong></th>
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<tbody>
<tr>
<td>An ability to perform a particular activity which may be developed by training or practice which may be intellectual, manual, motor, perceptual, social. Specified skills are identified as part of each NOS and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sub-functions</strong></th>
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<tbody>
<tr>
<td>Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Sub-sector</strong></th>
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</thead>
<tbody>
<tr>
<td>Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Sufficiency</strong></th>
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</thead>
<tbody>
<tr>
<td>One of the principles of assessment and also one of the rules of evidence. Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Task Management Skills</strong></th>
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<tbody>
<tr>
<td>One of the four dimensions of competency. These skills involve demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Task Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the four dimensions of competency. These skills encompass the ability to perform individual tasks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Technical and Vocational Education and Training (TVET)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The sector responsible for developing the skills and knowledge of individuals for work. It includes TVET undertaken in industries, enterprises, government agencies, and community and school settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Technical Knowledge</strong></th>
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</thead>
<tbody>
<tr>
<td>Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit Code</strong></th>
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<tbody>
<tr>
<td>Unit Code is a unique identifier for an Occupational Standard, which is denoted by an ‘N’.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit Title</strong></th>
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</thead>
<tbody>
<tr>
<td>Unit Title gives a clear overall statement about what the incumbent should be able to do.</td>
</tr>
</tbody>
</table>
Validity

One of the principles of assessment and also one of the rules of evidence. Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- assessment against the units of NOS must cover the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills must be integrated with their practical application
- judgement of competence must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the units provide advice relating to sufficiency.

Validity in assessment

There are five major types of validity: face, content, criterion (predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g., competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.

Vertical

Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry. In the column “

Vocational Competency

Broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the sector.
National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to work effectively within Technical and Vocational Education sector.
### Unit Title
Work effectively within Indian sector

### Description
This unit specifies the performance outcomes, skills and knowledge required to work effectively within Indian sector.

### Scope
This unit is common to many job roles in the Indian skills system.

The unit covers sector requirements to:
- Work within the Indian skills system
- Work within the organisation’s quality framework
- Manage work and work relationships and work effectively in the workplace
- Apply a client focused approach
- Work ethically
- Apply Health, Safety and Environment (HSE) practices in a training / assessment environment

### Elements and Performance Criteria (PC) w.r.t. the Scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Work within the Indian skills system</td>
<td>PC1. Access information and advice on policies and programs in the Indian skills system on a regular basis and apply knowledge to work performed in accordance with organisational procedures</td>
</tr>
</tbody>
</table>
| 2. Work within the organisation’s quality framework | PC2. Undertake work according to the organisation’s quality assurance policies, procedures, processes and codes of conduct.  
PC3. Undertake work according to relevant ethical and legal responsibilities. |
| 3. Manage work and work relationships and work effectively in the workplace | PC4. Plan and undertake work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes.  
PC5. Obtain, evaluate and act upon feedback from clients and colleagues  
PC6. Perform tasks to the required workplace standard  
PC7. Complete administrative duties accurately, systematically and within required timeframes  
PC8. Effectively use established communication systems and protocols in the workplace |
| 4. Apply a client focused approach | PC9. Identify clients and their needs through effective communication and use this information to develop effective work practices and outcomes. |
| 5. Work ethically | PC10. Protect the rights of the client/learner when delivering services  
PC11. Ensure services are delivered equally to all clients regardless of personal and cultural beliefs  
PC12. Recognise potential ethical issues in the workplace and discuss with an appropriate person  
PC13. Recognise unethical conduct and report to an appropriate person  
PC14. Apply organisational guidelines and legal requirements on disclosure and confidentiality  
PC15. Demonstrate awareness of personal values and attitudes to ensure non- |
| PC16. Recognise, avoid and/or address any conflict of interest |
| PC17. Report incidents in accordance with organisational procedures |

### 6. Apply HSE practices in a training / assessment environment

| PC18. 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 |
| PC19. Identify, control and report HSE issues relating to immediate work environment according to procedures |
| PC20. Work safely and apply HSE practices in the training environment including using appropriate personal protective equipment (PPE) where required |
| PC21. Follow emergency response procedures |
| PC22. Document safety records according to organisational policies. |

### Knowledge and Understanding (K)

#### A. Organisational Context (Knowledge of the company / organisation and its processes)

| KA1. Organisation’s quality assurance, policies and procedures such as: |
| a. enrolment and induction/orientation |
| b. complaints, grievances and appeals |
| c. assessment, including skills recognition, pre-assessment and appeals |
| d. training support requirements, for example, language, literacy, numeracy and disability needs |
| e. fees |
| f. access and equity |
| g. welfare and guidance |
| h. issuance of qualifications |
| i. risk management |
| j. continuous improvement |
| k. Health Safety and Environment (HSE) |
| l. staff disciplinary procedures |
| m. financial and records management |
| n. management processes for learning resources and learning materials |
| o. recruitment and induction of personnel |
| p. staff qualifications |

| KA2. the training and/or assessment organisation's systems, policies and procedures |
| KA3. relevant vocational education and training terminology appropriate to the work role |
| KA4. the diversity of clients, client needs, client expectations for technical and vocational education and training services |

#### KA5. Organisation procedures relating to:

- how to report and minimise risks
- reporting incidents
- dealing with conflict and poor working relationships
- resource usage and financial responsibility
- established communications systems and protocols
- workplace safety and risk management

| KA6. techniques of effective time management, workload management and
### KA7. Organisational performance standards and timeframes

Purpose of quality assurance and quality improvement practice and processes by which improvements to protocols, guidelines, programmes, services and organisational systems/requirements should be reported.

### KA8. Contingency management

The user/individual on the job needs to know and understand:

**KB1.** Key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009

**KB2.** Processes and techniques to recognise, utilise, support and develop the skills and expertise of team members and support staff

**KB3.** The principles of team work and the characteristics of high performing teams and how to apply them to own and team work outcomes

**KB4.** Equity, social inclusion and anti-discrimination policy

**KB5.** Industry national occupational standards relevant to area

**KB6.** Current national quality assurance arrangements for training organisations and assessing bodies

**KB7.** The principles of competency-based training and assessment, for example:

- a. National Occupational Standards define performance outcomes, applied knowledge and skills needed for work
- b. National Occupational Standards form the basis for teaching and learning and training delivery in recognised TVET
- c. Learning is outcomes focused not inputs driven
- d. National Occupational Standards establish requirements for assessment
- e. Assessment is criterion referenced/not norm referenced
- f. Assessment is reported as competent/not yet competent
- g. National Occupational Standards are industry defined and have a national focus

**KB8.** Ethical practice such as:

- a. Distinction between ethical and legal problems
- b. Importance of ethics in practice
- c. Principles and practices for upholding the rights of the client
- d. Principles and practices of confidentiality
- e. Relevant standards and codes of practice in the sector
- f. Rights and responsibilities of clients
- g. Rights and responsibilities of workers
- h. Specific principles underpinning duty of care and associated legal requirements
- i. Strategies for addressing common ethical issues
- j. Principles of ethical decision-making
- k. Reporting mechanisms for suspected unethical conduct

**KB9.** Health Safety and Environment practices including:

- a. The appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron
- b. Safe use of tools and equipment
- c. Taking action and reporting hazardous events
- d. Communication protocols for reporting risks and hazardous events
- e. Organisational job roles, responsibilities and compliance accountabilities
Qualifications Pack For Assessor

Skills (S)

<table>
<thead>
<tr>
<th>A. Core Skills/ Generic Skills</th>
<th>Writing Skills</th>
</tr>
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<tbody>
<tr>
<td>The user/ individual on the job needs demonstrate ability to:</td>
<td></td>
</tr>
<tr>
<td>SA1. write documents for a range of vocational education and training audiences and purposes</td>
<td></td>
</tr>
<tr>
<td>SA2. report hazardous events and risks</td>
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</tr>
</tbody>
</table>

Reading Skills

The user/individual on the job needs:

| SA3. language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts |

Oral Communication (Listening and Speaking skills)

The user/individual on the job needs to demonstrate how to:

| SA1. communicate with personnel across all levels of the organisation and with clients | |
| SA2. understand and use vocabulary and terminology specific to the vocational education and training environment | |
| SA3. actively listen and summarise key points, make evaluative judgements and articulate verbally to a client or colleague | |
| SA4. facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems | |
| SA5. work effectively as a team member to cultivate collaborative and participative work relationships | |

Technology skills

The user/individual on the job needs to demonstrate how to:

| SA6. Use computer hardware and relevant software | |
| SA7. Use office/business equipment | |
| SA8. Use the appropriate personal protective equipment (PPE) | |
| SA9. Operate and use tools and equipment properly as per Standard Operating Procedures (Company standards). | |

B. Professional Skills

Decision Making

The user/individual on the job needs to demonstrate:

| SB1. How to identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines and apply to own work | |
| SB2. Respond quickly and to take safety precautions for different hazardous situations. | |

Plan and Organize

The user/individual on the job needs to demonstrate:

| SB1. How to plan and organise own work | |
| SB2. How to manage work and work relationships | |

Customer Centricity

The user/individual on the job needs demonstrate:

| SB3. How to identify and meet client and student needs | |
### Problem Solving

The user/individual on the job needs to demonstrate:
- **SB4.** cognitive and interpretation skills to interpret and apply national and organisational policy documents and client needs
- **SB5.** application of problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols

### Analytical Thinking

The user/individual on the job needs to demonstrate:
- **SB6.** N/A

### Critical Thinking

The user/individual on the job needs to demonstrate:
- **SB7.** N/A
# NOS Version Control

<table>
<thead>
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Overview

This Occupational Standard describes the knowledge, understanding and skills required to maintain and enhance professional practice and technical competency.
### Qualifications Pack For Assessor

#### Unit Code
MEP/N0102

#### Unit Title (Task)
Maintain and enhance professional practice and technical competency

#### Description
This unit specifies the performance outcomes, skills and knowledge required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.

#### Scope
Application of this unit should be contextualised to reflect specific workplace requirements and practices.

The unit covers sector requirements to:
- Model high standards of performance
- Determine professional development needs and prepare development plan
- Participate in professional development and up skilling activities.
- Reflect on and evaluate professional practice

#### Elements and Performance Criteria (PC) w.r.t. the Scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Model high standards of performance</td>
<td>PC1. Perform consistently in accordance with the organisation's goals and objectives and organisational/professional codes of conduct&lt;br&gt;PC2. Demonstrate behaviours that promote professionalism in the learning environment&lt;br&gt;PC3. Reflect individual responsibilities and accountabilities in work goals and plans in accordance with organisational and legal requirements.&lt;br&gt;PC4. Apply ethical and inclusive practices in professional practice</td>
</tr>
<tr>
<td>2. Determine professional development needs and prepare development plan</td>
<td>PC5. Receive feedback on own performance at different levels&lt;br&gt;PC6. Use feedback from colleagues and clients to identify personal learning needs and areas of professional development.&lt;br&gt;PC7. Research industry and skills sector trends and skill needs to identify personal development needs according to career goals.&lt;br&gt;PC8. Prepare a personal development plan in consultation with relevant colleagues and associates.</td>
</tr>
<tr>
<td>3. Participate in professional development and up skilling activities.</td>
<td>PC9. Identify and pursue development opportunities to support continuous learning and maintain currency of professional practice.&lt;br&gt;PC10. Participate in formal and informal professional networks to support continuous learning.&lt;br&gt;PC11. Undertake training and assessment to achieve relevant identified competencies in line with personal development plan.</td>
</tr>
<tr>
<td>4. Reflect on and evaluate professional practice</td>
<td>PC12. Research developments and trends impacting on professional practice and integrate into work performance&lt;br&gt;PC13. Use feedback from colleagues/clients to identify and introduce continuous improvements in work performance&lt;br&gt;PC14. Contribute to continuous improvement of systems and processes in the workplace.</td>
</tr>
<tr>
<td>Knowledge and Understanding (K)</td>
<td></td>
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<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td><strong>B. Organisational Context</strong></td>
<td>The user/individual on the job needs to know and understand:</td>
</tr>
<tr>
<td>Knowledge of the company / organisation and its processes)</td>
<td></td>
</tr>
<tr>
<td>KA9. The goals and objectives of the organisation/workplace</td>
<td></td>
</tr>
<tr>
<td>KA10. The organisational code of conduct</td>
<td></td>
</tr>
<tr>
<td>KA11. How to determine professional development needs and develop development plan processes, procedures and opportunities relating to professional development and ongoing skill development within and outside the organisation</td>
<td></td>
</tr>
<tr>
<td><strong>B. Technical Knowledge</strong></td>
<td>The user/individual on the job needs to know and understand:</td>
</tr>
<tr>
<td></td>
<td>KB10. How to use professional techniques and strategies such as:</td>
</tr>
<tr>
<td></td>
<td>a. presenting a confident and assured manner in challenging situations</td>
</tr>
<tr>
<td></td>
<td>b. maintaining ethical practice</td>
</tr>
<tr>
<td></td>
<td>c. using motivation strategies</td>
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<tr>
<td></td>
<td>d. managing time prudently</td>
</tr>
<tr>
<td></td>
<td>e. acknowledging and respecting the attitudes and beliefs of others</td>
</tr>
<tr>
<td></td>
<td>f. promoting active participation</td>
</tr>
<tr>
<td></td>
<td>KB11. Behaviours that promote professionalism in the learning environment such as:</td>
</tr>
<tr>
<td></td>
<td>a. maintaining professional relationships with learners</td>
</tr>
<tr>
<td></td>
<td>b. setting and maintaining boundaries between trainer/assessor and learner</td>
</tr>
<tr>
<td></td>
<td>c. respecting the individuality of the learner</td>
</tr>
<tr>
<td></td>
<td>d. being respectful; honest; non-judgemental; positive and encouraging; diplomatic</td>
</tr>
<tr>
<td></td>
<td>e. motivating and inspiring learners</td>
</tr>
<tr>
<td></td>
<td>KB12. How to use feedback obtained from:</td>
</tr>
<tr>
<td></td>
<td>a. formal/informal performance appraisals</td>
</tr>
<tr>
<td></td>
<td>b. comments from supervisors and colleagues</td>
</tr>
<tr>
<td></td>
<td>c. comments from trainees and/or clients</td>
</tr>
<tr>
<td></td>
<td>d. personal reflections on performance</td>
</tr>
<tr>
<td></td>
<td>e. routine organisational methods for monitoring service delivery</td>
</tr>
<tr>
<td></td>
<td>KB13. The application of ethical and inclusive practices such as:</td>
</tr>
<tr>
<td></td>
<td>a. demonstrating probity in all areas of responsibility</td>
</tr>
<tr>
<td></td>
<td>b. modelling organisational/professional codes of conduct</td>
</tr>
<tr>
<td></td>
<td>c. reinforcing ethical conduct in interactions with others</td>
</tr>
<tr>
<td></td>
<td>d. showing sensitivity and respect for individual diversity and culture</td>
</tr>
<tr>
<td></td>
<td>e. recognising and utilising difference to develop individuals</td>
</tr>
<tr>
<td></td>
<td>f. fostering a culture of inclusiveness</td>
</tr>
<tr>
<td></td>
<td>KB14. The components of a Personal Professional Development plan such as:</td>
</tr>
<tr>
<td></td>
<td>a. identified skills gap if relevant</td>
</tr>
<tr>
<td></td>
<td>b. work and personal career objectives</td>
</tr>
<tr>
<td></td>
<td>c. identified areas requiring development</td>
</tr>
<tr>
<td></td>
<td>d. learning opportunities/activities</td>
</tr>
<tr>
<td></td>
<td>e. relevant work activities/projects</td>
</tr>
<tr>
<td></td>
<td>f. links to organisational training needs</td>
</tr>
<tr>
<td></td>
<td>KB15. The variety of development opportunities such as:</td>
</tr>
<tr>
<td></td>
<td>a. undertaking further higher education/TVET qualifications</td>
</tr>
<tr>
<td></td>
<td>b. participating in skills gap training</td>
</tr>
</tbody>
</table>
c. industry attachment  
d. undertaking professional development in specific areas of practice  
e. internal training/development programs  
f. relevant conferences, seminars and workshops  
g. reading relevant journals and literature  
h. networking with internal/external colleagues  
i. coaching and/or mentoring

KB16. How to access professional networks such as:
   a. informal networks with:
      i. other trainers/facilitators, assessors  
      ii. people working in industry/vocational area  
      iii. contacts in vocational education and training  
   b. formal networks such as:
      i. local/Interstate assessor/trainer networks  
      ii. regional, specialist associations  
      iii. professional/occupation associations

KB17. Continuous improvement techniques and processes such as:
   a. evaluation  
   b. records review and maintenance  
   c. self-assessment  
   d. business/operational planning  
   e. ongoing education and training  
   f. team meetings and networking

KB18. Social and education trends and changes impacting on the technical and vocational education and training (TVET) environment, for example:
   a. policy changes  
   b. technological changes  
   c. cultural changes  
   d. socio-economic changes

KB19. Relevant policies, codes of practice and national standards including key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009

<table>
<thead>
<tr>
<th>Skills (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Core Skills/ Generic Skills</td>
</tr>
<tr>
<td>Writing Skills</td>
</tr>
</tbody>
</table>
| The user/individual on the job needs to demonstrate how to:  
SA4. document personal learning needs  
SA5. complete and maintain records related to professional development |
| Reading Skills |
| The user/individual on the job needs to demonstrate:  
SA6. literacy skills to:  
   • read and interpret vocational education and training information such as legal/ organisational policy documents  
   • read relevant industry and TVET journals and literature |
| Oral Communication (Listening and Speaking skills) |
| The user/individual on the job needs to demonstrate:  
SA1. communication skills to: |
### Technology skills
The user/individual on the job needs to demonstrate how to:
- SA10. Use computer hardware and relevant software
- SA11. Use office/business equipment

### D. Professional Skills

#### Decision Making
The user/individual on the job needs to demonstrate:
- SB3. N/A

#### Plan and Organize
The user/individual on the job needs to demonstrate:
- SB4. How to plan and conduct self-assessment to determine own technical competencies.
- SB5. How to organise professional development activities

#### Customer Centricity
The user/individual on the job needs to demonstrate:
- SB6. N/A

#### Problem Solving
The user/individual on the job needs to demonstrate:
- SB7. N/A

#### Analytical Thinking
The user/individual on the job needs to demonstrate how to:
- SB8. Systematically evaluate personal work practices to improve performance or understanding
- SB9. Undertake a self-evaluation to identify gaps in skills or knowledge
- SB10. Analyse and identify career options
- SB11. Apply research skills to:
  - Keep up with trends in vocational education and training to obtain current information
  - Identify relevant industry affiliations
  - Identify and keep up with trends/changes/developments in the vocational area of competency and relevant sectors

#### Critical Thinking
The user/individual on the job needs to demonstrate:
- SB12. N/A
# NOS Version Control

<table>
<thead>
<tr>
<th>NOS Code</th>
<th>MEP/N0102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits (NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Industry</td>
<td>Management &amp; Entrepreneurship and Professional Skills Council</td>
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<tr>
<td>Industry Sub-sector</td>
<td>Training &amp; Assessment</td>
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<tr>
<td>Occupation</td>
<td>Assessor</td>
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</tbody>
</table>

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Qualifications Pack For Assessor

MEP/N9009 Undertake competency based summative assessment

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to undertake competency based assessment
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>MEP/N9009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title (Task)</td>
<td>Undertake competency based summative assessment</td>
</tr>
<tr>
<td>Description</td>
<td>This unit specifies the performance outcomes, skills and knowledge to organise and conduct summative competency based assessment</td>
</tr>
<tr>
<td>Scope</td>
<td>Application of this unit should be contextualised to reflect specific workplace requirements and practices</td>
</tr>
<tr>
<td></td>
<td>The unit covers sector requirements to:</td>
</tr>
<tr>
<td></td>
<td>• Prepare the assessment environment and candidates for assessment</td>
</tr>
<tr>
<td></td>
<td>• Gather evidence as basis for decision</td>
</tr>
<tr>
<td></td>
<td>• Make the assessment decision</td>
</tr>
<tr>
<td></td>
<td>• Record and report assessment decision</td>
</tr>
<tr>
<td></td>
<td>• Provide feedback to the appropriate authority</td>
</tr>
</tbody>
</table>

### Elements and Performance Criteria (PC) w.r.t. the Scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare the assessment environment and candidates for assessment | PC1. Confirm assessment plan and organisational/ ethical requirements for conducting assessment  
PC2. Check that materials, physical resources and other details of the assessment plan are in place and amend assessment plan if required  
PC3. Review assessment tools and instruments to confirm evidence requirements and criteria against which candidate is to be assessed  
PC4. Explain, discuss and clarify details of the assessment plan and the assessment process with the candidates, including opportunities for assessment, reasonable adjustment, re-assessment and appeals  
PC5. Explain context and purpose of assessment to candidates in line with the requirements of the relevant assessment guidelines |
| 2. Gather evidence as basis for decision | PC6. Apply Principles of Assessment and the Rules of Evidence in gathering assessment evidence  
PC7. Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable to determine competence  
PC8. Incorporate reasonable adjustment during assessment to accommodate candidate needs and characteristics in line with the assessment guidelines |
| 3. Make the assessment decision | PC9. Examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body  
PC10. Use professional judgement to infer whether competence has been demonstrated, based on the available evidence and Rules of Evidence |
### Qualifications Pack For Assessor

<table>
<thead>
<tr>
<th>4. Record and report assessment decision</th>
<th>PC11. Record assessment outcomes promptly and accurately according to assessment policies and procedures and organisational requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PC12. Complete and process assessment records ethically and securely according to agreed procedure</td>
</tr>
<tr>
<td></td>
<td>PC13. Inform relevant parties of the assessment decision, according to confidentiality requirements and organisational procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Provide feedback to the appropriate authority</th>
<th>PC14. Evaluate own assessment practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PC15. Give clear and constructive feedback on the assessment outcome and process to the appropriate authority in accordance with contractual and organisational requirements</td>
</tr>
<tr>
<td></td>
<td>PC16. Explore ways, with the training organisation and other relevant authorities, of overcoming any candidate’s gaps in competency</td>
</tr>
<tr>
<td></td>
<td>PC17. Maintain confidentiality at all times when recording and reporting assessment decisions in line with organisational policy and procedures</td>
</tr>
</tbody>
</table>

### Knowledge and Understanding (K)

#### C. Organisational Context

(Knowledge of the company/organisation and its processes)

<table>
<thead>
<tr>
<th>KA12. Assessment body’s assessment system policies and procedures such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. candidate selection</td>
</tr>
<tr>
<td>b. rational and purpose of competency-based assessment</td>
</tr>
<tr>
<td>c. assessment records/data management/information management</td>
</tr>
<tr>
<td>d. recognition of prior learning/credit arrangements</td>
</tr>
<tr>
<td>e. assessors - needs, qualifications, maintaining currency</td>
</tr>
<tr>
<td>f. assessment reporting procedures</td>
</tr>
<tr>
<td>g. assessment appeals</td>
</tr>
<tr>
<td>h. candidate grievances/complaints</td>
</tr>
<tr>
<td>i. validation</td>
</tr>
<tr>
<td>j. evaluation/internal audit</td>
</tr>
<tr>
<td>k. costs/resourcing</td>
</tr>
<tr>
<td>l. access and equity/reasonable adjustment</td>
</tr>
<tr>
<td>m. links with overall quality management system</td>
</tr>
</tbody>
</table>

#### B. Technical Knowledge

The user/individual on the job needs to know and understand:

<table>
<thead>
<tr>
<th>KB20. The characteristics of competency-based assessment, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• criterion-referenced versus norm referenced assessment</td>
</tr>
<tr>
<td>• National Occupational Standards as the benchmarks for assessment</td>
</tr>
<tr>
<td>• competency-based reporting</td>
</tr>
<tr>
<td>• principles of assessment and how they are applied</td>
</tr>
<tr>
<td>• rules of quality evidence and how they are applied</td>
</tr>
</tbody>
</table>
- different purposes of assessment, including recognition of prior learning
- reasonable adjustments and when they are applicable
- types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including recognition of prior learning
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- national and organisational assessment system policies and procedures

KB21. sector specific technical requirements
KB22. cultural sensitivity and equity considerations
KB23. HSE relating to the work role, and HSE considerations to be included in collecting evidence, including:
- hazard identification and risk control measures
- requirements for reporting hazards and incidents
- emergency procedures
- procedures for use of relevant personal protective equipment (PPE)
- safe use of relevant equipment
- sources of OSH information
- role of key workplace personnel
- responsibilities of learner

KB24. How to apply assessment tools such as:
- any instrument and procedure for gathering and interpreting evidence in accordance with designated assessment methods
- the use of relevant technology used when deploying assessment tools (eg: tablets, simulators)
- instruments to gather evidence, such as:
  - profile of acceptable performance measures
  - templates and proformas
  - specific questions or activities
  - evidence and observation checklists
  - checklists for evaluating work samples
  - candidate self-assessment materials
  - procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.

KB25. How to interpret and apply the Principles of Assessment:
  a. Fairness
  b. Flexibility
  c. Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential)
  d. Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater)
KB26. How to interpret and apply the Rules of Evidence:
   a. Validity
   b. Sufficiency
   c. Authenticity
   d. Currency

KB27. Principles of reasonable adjustment

KB28. Purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL

KB29. The different types of assessment methods, including suitability for collecting various types of evidence, such as:
   a. direct observation, for example:
      i. real work/real time activities at the workplace
      ii. work activities in a simulated workplace environment
   b. structured activities, for example:
      i. simulation exercises and role-plays
      ii. projects
      iii. presentations
      iv. activity/job sheets
   c. questioning, for example:
      i. written questions
      ii. interviews
      iii. self-assessment
      iv. verbal questioning
      v. questionnaires
      vi. oral or written examinations
   d. portfolios of evidence, for example:
      i. collection of work samples compiled by candidate
      ii. product with supporting documentation
      iii. historical evidence
      iv. journal or log book
      v. information about life experience
   e. review of products, for example:
      i. testimonials and reports from employers and supervisors
      ii. evidence of training
      iii. authenticated prior achievements
      iv. interview with employer, supervisor, or peer

Skills (S)

E. Core Skills/ Generic Skills

<table>
<thead>
<tr>
<th>Writing Skills</th>
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</thead>
<tbody>
<tr>
<td>The user/individual on the job needs to demonstrate how to:</td>
</tr>
<tr>
<td>SA1. prepare required documentation and collate evidence in required format</td>
</tr>
<tr>
<td>SA2. document assessment decisions</td>
</tr>
</tbody>
</table>

Reading Skills

The user/individual on the job needs to be able to:
SA3. read and interpret relevant information including assessment plans |
### Oral Communication (Listening and Speaking skills)

The user/individual on the job needs to demonstrate communication skills to:
- SA4. discuss evidence-gathering processes with practitioners and candidates
- SA5. give clear and precise instructions
- SA6. ask effective questions
- SA7. provide clarification
- SA8. ask appropriate questions to clarify and confirm instructions for evidence gathering
- SA9. discuss the assessment outcome and provide feedback to the appropriate authority

### Technology skills

The user/individual on the job needs to demonstrate:
- SA10. technology skills to use appropriate equipment and software (e.g. tablets and automated assessment systems including online) to communicate effectively and to collect and record evidence as required

### F. Professional Skills

#### Decision Making

The user/individual on the job needs to demonstrate:
- SB1. How to weigh up the evidence and make assessment decisions
- SB2. How to recognise a candidate’s prior learning
- SB3. How to consider and recommend reasonable adjustments

#### Plan and Organize

The user/individual on the job needs to demonstrate:
- SB4. organisational skills to collect evidence
- SB5. time-management skills to schedule assessment events and activities

#### Customer Centricity

The user/individual on the job needs to know and understand:
- SB6. How to observe candidate performance and use appropriate instruments to record behaviours against criteria
- SB7. How to identify when candidate may need assistance during the assessment processes

#### Problem Solving

The user/individual on the job needs to know and understand how to:
- SB8. N/A

#### Analytical Thinking

The user/individual on the job needs to demonstrate:
- SB9. analysis and interpretation skills to:
  - interpret assessment tools and other assessment information,
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor</td>
<td>including those used in RPL</td>
</tr>
<tr>
<td></td>
<td>• identify candidate needs</td>
</tr>
<tr>
<td></td>
<td>• make judgements based on assessment of available evidence</td>
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</tbody>
</table>

**Critical Thinking**

The user/individual on the job needs to know and understand:

- SB10. N/A
## NOS Version Control

<table>
<thead>
<tr>
<th>NOS Code</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>Occupation</td>
<td>Assessor</td>
</tr>
</tbody>
</table>

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National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to participate in assessment validation and moderation
# Qualifications Pack For Assessor

## Unit Code
MEP/N9010

## Unit Title (Task)
Participate in assessment validation and moderation

## Description
This unit specifies the performance outcomes, skills and knowledge to validate competency based assessment processes, methods, tools and instruments and to moderate assessment outcomes in collaboration with other assessors.

## Scope
Validation is a process involving assessors collaborating to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same NOS. This includes validating assessment processes, methods and tools, the evidence that was collected using these assessment processes, methods and tools and the interpretation of that evidence to make a judgement of competence.

Validation forms part of the quality systems of the assessment body and is undertaken to improve the quality of the assessment process.

The unit covers sector requirements to:
- Prepare for validation and moderation
- Contribute to validation and moderation process
- Contribute to validation and moderation outcomes

## Elements and Performance Criteria (PC) w.r.t. the Scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare for validation and moderation | PC1. Confirm and the purpose, focus and context of validation / moderation with relevant people and assessment system policies and procedures  
PC2. Analyse benchmarks for assessment and agree the evidence needed to demonstrate competency  
PC3. Identify and collectively agree any related documentation and materials relevant to validation / moderation |
| 2. Contribute to validation and moderation process | PC4. Actively participate in validation / moderation sessions and activities  
PC5. Apply the Principles of Assessment and Rules of Evidence to the review of:  
- the overall assessment process  
- assessment plans  
- interpretation of national occupational standards or other benchmarks for assessment  
- selection and application of assessment methods  
- selection and use of assessment tools  
- the collected evidence  
- assessment decisions including the exercise of judgement  
PC6. Check all documents used in the validation / moderation process for accuracy and version control |
3. Contribute to validation and moderation outcomes

<table>
<thead>
<tr>
<th></th>
<th>PC7. Collectively discuss, analyse and agree validation / moderation findings to support improvements in the quality of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PC8. Discuss, agree and record recommendations to improve assessment practice</td>
</tr>
<tr>
<td></td>
<td>PC9. Implement changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities</td>
</tr>
</tbody>
</table>

### Knowledge and Understanding (K)

#### D. Organisational Context

(Knowledge of the company / organisation and its processes)

<table>
<thead>
<tr>
<th></th>
<th>The user/individual on the job needs to know and understand:</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA13.</td>
<td>Organisational work systems, practices in relation to</td>
</tr>
<tr>
<td>a.</td>
<td>Assessment policies and procedures such as:</td>
</tr>
<tr>
<td>i.</td>
<td>candidate selection</td>
</tr>
<tr>
<td>ii.</td>
<td>rationale and purpose of competency-based assessment</td>
</tr>
<tr>
<td>iii.</td>
<td>assessment records, and data and information management</td>
</tr>
<tr>
<td>iv.</td>
<td>recognition of prior learning and credit arrangements</td>
</tr>
<tr>
<td>v.</td>
<td>assessment reporting procedures</td>
</tr>
<tr>
<td>vi.</td>
<td>assessment appeals</td>
</tr>
<tr>
<td>vii.</td>
<td>candidate grievances and complaints</td>
</tr>
<tr>
<td>viii.</td>
<td>validation and moderation</td>
</tr>
<tr>
<td>ix.</td>
<td>evaluation and internal audit</td>
</tr>
<tr>
<td>x.</td>
<td>costs and resourcing</td>
</tr>
<tr>
<td>xi.</td>
<td>access and equity, and reasonable adjustment</td>
</tr>
<tr>
<td>xii.</td>
<td>partnership arrangements</td>
</tr>
<tr>
<td>xiii.</td>
<td>links with overall quality management system.</td>
</tr>
</tbody>
</table>

#### B. Technical Knowledge

<table>
<thead>
<tr>
<th></th>
<th>The user/individual on the job needs to know and understand:</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB1.</td>
<td>What is competency-based assessment including:</td>
</tr>
<tr>
<td>a.</td>
<td>Technical and vocational education and training as a competency-based system</td>
</tr>
<tr>
<td>b.</td>
<td>criterion-referenced assessment as distinct from norm-referenced assessment</td>
</tr>
<tr>
<td>c.</td>
<td>national occupational standards as the basis of qualifications</td>
</tr>
<tr>
<td>d.</td>
<td>the principles of competency-based assessment</td>
</tr>
<tr>
<td>e.</td>
<td>the structure and application of national occupational standards</td>
</tr>
<tr>
<td>KB2.</td>
<td>How to interpret National Occupational Standards and other related assessment information to determine the evidence needed</td>
</tr>
<tr>
<td>a.</td>
<td>the components of National Occupational Standards</td>
</tr>
<tr>
<td>b.</td>
<td>assessment of dimensions of competency and HSE requirements</td>
</tr>
<tr>
<td>c.</td>
<td>the NSQF level of units and QPs</td>
</tr>
<tr>
<td>d.</td>
<td>National Skills Qualifications Framework including</td>
</tr>
</tbody>
</table>
characteristics of NSQF levels

KB3. Different assessment methods and which methods may be relevant to different units/ different parts of individual units

KB4. Different types of assessment tools, what tools work for what types of evidence, what are well constructed assessment tools and why

KB5. How to interpret and apply the Principles of Assessment:
   a. Fairness
   b. Flexibility
   c. Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential
   d. Reliability (reliability; internal consistency; parallel forms; split-half; inter-rater; and, intra-rater)

KB6. How to interpret and apply the Rules of Evidence:
   a. Validity
   b. Sufficiency
   c. Authenticity
   d. Currency


KB8. The various reasons for carrying out validation and the different approaches to validation that may be appropriate:
   a. before assessment
   b. during assessment
   c. after assessment

KB9. The critical aspects of validation, including validation of:
   a. assessment processes
   b. methods and tools
   c. the collected evidence leading to assessment decisions
   d. assessment decisions

KB10. Different aspects of quality systems such as:
   a. continuous improvement systems
   b. quality assurance policies and processes

KB11. Records management systems

KB12. Relevant HSE legislation, codes of practice, standards and guidelines, impacting on assessment

Skills (S)

G. Core Skills/ Generic Skills

Writing Skills

The user/ individual on the job needs to demonstrate:
   SA11. How to prepare validation records

Reading Skills

The user/individual on the job needs to demonstrate:
   SA12. literacy skills to read and understand the documents relevant to validation

Oral Communication (Listening and Speaking skills)
Qualifications Pack For Assessor

<table>
<thead>
<tr>
<th>The user/individual on the job needs to demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA13. communication skills to:</td>
</tr>
<tr>
<td>• effectively participate and contribute to validation activities and sessions</td>
</tr>
<tr>
<td>• collaborate with colleagues</td>
</tr>
<tr>
<td>• seek and receive feedback on assessment practice</td>
</tr>
<tr>
<td>• share and maintain confidentiality of sensitive information</td>
</tr>
<tr>
<td>• gain and maintain trust of colleagues</td>
</tr>
<tr>
<td>• provide advice and support to colleagues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The user/individual on the job needs to demonstrate:</td>
</tr>
<tr>
<td>SA14. technology skills to use appropriate equipment and software to communicate effectively</td>
</tr>
</tbody>
</table>

H. Professional Skills

<table>
<thead>
<tr>
<th>Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>The user/individual on the job needs to demonstrate:</td>
</tr>
<tr>
<td>SB11. how to make decisions on validity of assessment processes, tools and instruments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan and Organize</th>
</tr>
</thead>
<tbody>
<tr>
<td>The user/individual on the job needs to demonstrate:</td>
</tr>
<tr>
<td>SB12. planning skills to participate within agreed timeframes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Customer Centricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The user/individual on the job needs to demonstrate:</td>
</tr>
<tr>
<td>SB13. N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>The user/individual on the job needs to demonstrate:</td>
</tr>
<tr>
<td>SB14. problem solving skills to:</td>
</tr>
<tr>
<td>• identify information that is inconsistent, ambiguous or contradictory</td>
</tr>
<tr>
<td>• suggest/confirm recommendations for improvements in assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analytical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>The user/individual on the job needs to demonstrate:</td>
</tr>
<tr>
<td>SB15. evaluation skills to:</td>
</tr>
<tr>
<td>• determine evidence requirements from national occupational standards</td>
</tr>
<tr>
<td>• review assessment process</td>
</tr>
<tr>
<td>• review assessment methods and tools</td>
</tr>
<tr>
<td>• review collected evidence</td>
</tr>
<tr>
<td>• evaluate and compare assessment planning, organisation, methods, tools, and evidence documentation leading to assessment judgements</td>
</tr>
<tr>
<td>• identify where improvements to the assessment process can be made</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking</th>
</tr>
</thead>
</table>
The user/individual on the job needs to demonstrate:
SB16. N/A

## NOS Version Control

<table>
<thead>
<tr>
<th>NOS Code</th>
<th>MEP/N9010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits (NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Industry</td>
<td>Version number 1.0</td>
</tr>
<tr>
<td>Industry Sub-sector</td>
<td>Drafted on 04/03/2015</td>
</tr>
<tr>
<td>Occupation</td>
<td>Last reviewed on 18/03/2015</td>
</tr>
<tr>
<td></td>
<td>Next review date 18/03/2017</td>
</tr>
</tbody>
</table>
CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Assessor
Qualification Pack: MEP/Q0104
Sector Skill Council: Management & Entrepreneurship and Professional Skills Council

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 80% in every NOS
6. In case of successfully passing only certain number of NOS’s, the trainee is eligible to take subsequent assessment on the balance NOS’s to pass the Qualification Pack

# The design of the Assessment of each QP (including individual weightings against each PC) will require further consideration in view of:
- The need for holistic assessment - for example, one practical assessment per element, and question bank to test theory
- Design and deployment of assessment tools

<table>
<thead>
<tr>
<th>Marks Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Mark</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1. Work within the Indian skills system</td>
</tr>
</tbody>
</table>

1 both theory and practical assessments have a total possible score of 100.
| 2. Work within the organisation’s quality framework | PC2. Undertake work according to the organisation’s quality assurance policies, procedures, processes and codes of conduct | 50 | 70% | 100% |
| PC3. Undertake work according to relevant ethical and legal responsibilities. | | | |
| 3. Manage work and work relationships and work effectively in the workplace | PC4. Plan and undertake work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes. | | | |
| PC5. Obtain, evaluate and act upon feedback from clients and colleagues | | | |
| PC6. Perform tasks to the required workplace standard | | | |
| PC7. Complete administrative duties accurately, systematically and within required timeframes | | | |
| PC8. Effectively use established communication systems and protocols in the workplace | | | |
| 4. Apply a client focused approach | PC9. Identify clients and their needs through effective communication and use this information to develop effective work practices and outcomes. | 100 | 100% | 70% |
| 5. Work ethically | PC10. Protect the rights of the client/learner when delivering services | | |
| PC11. Ensure services are delivered equally to all clients regardless of personal and cultural beliefs | | | |
| PC12. Recognise potential ethical issues in the workplace and discuss with an appropriate person | | | |
| PC13. Recognise unethical conduct and report to an appropriate person | | | |
| PC14. Apply organisational guidelines and legal requirements on disclosure and confidentiality | 20 |
| PC15. Demonstrate awareness of personal values and attitudes to ensure non-judgemental practice | 10 |
| PC16. Recognise, avoid and/or address any conflict of interest | 10 |

6. Apply HSE practices in a training / assessment environment

| PC17. 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 | 20 | 100% | 100% | 70% |
| PC18. Identify, control and report HSE issues relating to immediate work environment according to procedures | 20 |
| PC19. Work safely and apply HSE practices in the training environment including using appropriate personal protective equipment (PPE) where required | 20 |
| PC20. Follow emergency response procedures | 20 |
| PC21. Document safety records according to organisational policies. | 20 |

TOTAL 600

<p>| Marks Allocation |</p>
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Total Mark</th>
<th>Out Of</th>
<th>Theory (Must achieve at least 70%)</th>
<th>Skills, Practical (Must achieve 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Model high standards of performance</td>
<td>PC1. Perform consistently in accordance with the organisation's goals and objectives and organisational/professional codes of conduct</td>
<td>25</td>
<td>100%</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>PC2. Demonstrate behaviours that promote professionalism in the learning environment</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC3. Reflect individual responsibilities and accountabilities in work goals and plans in accordance with organizational and legal requirements.</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC4. Apply ethical and inclusive practices in professional practice</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Determine professional development needs and prepare development plan</td>
<td>PC5. Receive feedback on own performance at different levels</td>
<td>25</td>
<td>100%</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>PC6. Use feedback from colleagues and clients to identify personal learning needs and areas of professional development</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC7. Research industry and skills sector trends and skill needs to identify personal development needs according to career goals</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC8. Prepare a personal development plan in consultation with relevant colleagues and associates.</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 both theory and practical assessments have a total possible score of 100.
3. Participate in professional development and upskilling activities.

| PC9. | Identify and pursue development opportunities to support continuous learning and maintain currency of professional practice. | 40 |
| PC10. | Participate in formal and informal professional networks to support continuous learning. | 30|
| PC11. | Undertake training and assessment to achieve relevant identified competencies in line with personal development plan. | 30|

4. Reflect on and evaluate professional practice

| PC12. | Research developments and trends impacting on professional practice and integrate into work performance | 40 |
| PC13. | Use feedback from colleagues/clients to identify and introduce continuous improvements in work performance | 30 |
| PC14. | Contribute to continuous improvement of systems and processes in the workplace. | 30 |

**TOTAL** 400

| Marks Allocation |
|-------------------|-----------------|-----------------|-----------------|
| 1. Prepare the assessment environment and candidates for | PC1. | Confirm assessment plan and organisational/ethical requirements for conducting assessment | 20 |

3 both theory and practical assessments have a total possible score of 100.
| assessment | PC2. Check that materials, physical resources and other details of the assessment plan are in place and amend assessment plan if required | 20 |
| PC3. Review assessment tools and instruments to confirm evidence requirements and criteria against which candidate is to be assessed | 100% |
| PC4. Explain, discuss and clarify details of the assessment plan and the assessment process with the candidates, including opportunities for assessment, reasonable adjustment, re-assessment and appeals | 20 |
| PC5. Explain context and purpose of assessment to candidates in line with the requirements of the relevant assessment guidelines | 20 |

2. Gather evidence as basis for decision

| PC6. Apply Principles of Assessment and the Rules of Evidence in gathering assessment evidence | 30 |
| PC7. Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable to determine competence | 35 |
| PC8. Incorporate reasonable adjustment during assessment to accommodate candidate needs and characteristics in line with the assessment guidelines | 35 |

3. Make the assessment decision

| PC9. Examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body | 50 |
| PC10. Use professional judgement to | 50 |
Infer whether competence has been demonstrated, based on the available evidence and Rules of Evidence

| 4. Record and report assessment decision | PC11. Record assessment outcomes promptly and accurately according to assessment policies and procedures and organisational requirements | 40 |
|  | PC12. Complete and process assessment records ethically and securely according to agreed procedure | 100% |
|  | PC13. Inform relevant parties of the assessment decision, according to confidentiality requirements and organisational procedures | 20 |

| 5. Provide feedback to the appropriate authority | PC14. Evaluate own assessment practice | 25 |
|  | PC15. Give clear and constructive feedback on the assessment outcome and process to the appropriate authority in accordance with contractual and organisational requirements | 100% |
|  | PC16. Explore ways, with the training organisation and other relevant authorities, of overcoming any candidate’s gaps in competency | 25 |
|  | PC17. Maintain confidentiality at all times when recording and reporting assessment decisions in line with organisational policy and procedures | 25 |

| TOTAL | 500 | Marks Allocation |
Qualifications Pack For Assessor

<table>
<thead>
<tr>
<th>PC</th>
<th>Task</th>
<th>Total Mark</th>
<th>Out Of⁴</th>
<th>Theory (Must achieve at least 70%)</th>
<th>Skills, Practical (Must achieve 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Prepare for validation and moderation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC1.</td>
<td>Confirm and the purpose, focus and context of validation / moderation with relevant people and assessment system policies and procedures</td>
<td></td>
<td>35</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>PC2.</td>
<td>Analyse benchmarks for assessment and agree the evidence needed to demonstrate competency</td>
<td>100%</td>
<td>35</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>PC3.</td>
<td>Identify and collectively agree any related documentation and materials relevant to validation / moderation</td>
<td>30</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2. Contribute to validation and moderation process</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PC4.</td>
<td>Actively participate in validation / moderation sessions and activities</td>
<td></td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC5.</td>
<td>Apply the Principles of Assessment and Rules of Evidence to the review of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the overall assessment process</td>
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<tr>
<td></td>
<td>• assessment plans</td>
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<tr>
<td></td>
<td>• interpretation of national occupational standards or other benchmarks for assessment</td>
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<tr>
<td></td>
<td>• selection and application of assessment methods</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• selection and use of assessment tools</td>
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<tr>
<td></td>
<td>• the collected evidence</td>
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<tr>
<td></td>
<td>• assessment decisions including the exercise of judgement</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>PC6.</td>
<td>Check all documents used in the validation / moderation process</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

⁴ both theory and practical assessments have a total possible score of 100.
### 3. Contribute to validation and moderation outcomes

<table>
<thead>
<tr>
<th>PC7.</th>
<th>Collectively discuss, analyse and agree validation / moderation findings to support improvements in the quality of assessment</th>
<th>100%</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC8.</td>
<td>Discuss, agree and record recommendations to improve assessment practice</td>
<td>100%</td>
<td>30</td>
</tr>
<tr>
<td>PC9.</td>
<td>Implement changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities</td>
<td>100%</td>
<td>35</td>
</tr>
</tbody>
</table>

**TOTAL** | **300** |