



## QUALIFICATION FILE

Assessor (VET and Skills)

Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship

Upskilling  Dual/Flexi Qualification  For ToT  For ToA

General  Multi-skill (MS)  Cross Sectoral (CS)  Future Skills  OEM

NCrF/NSQF Level: 5

Submitted By:

Management & Entrepreneurship and Professional Skills Council (MEPSC)

20th Floor, Amba Deep, 14, Kasturba Gandhi Marg, New Delhi – 110001

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### Section 1: Basic Details

<b>Qualification Name</b>	Assessor (VET and Skills), Ver 3.0																
<b>Sector/s</b>	Management & Entrepreneurship and Professional Skills Council																
<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> 2022/OAFM/MEPSC/06025, Ver 2.0	<b>Qualification Name of existing/previous version:</b> Assessor (VET and Skills)															
<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>	NA																
<b>National Qualification Register (NQR) Code &amp;Version</b> <i>(Will be issued after NSQC approval)</i>		<b>1. NCrF/NSQF Level: 5</b>															
<b>Award</b> <b>(Certificate/Diploma/Advance Diploma/ Any Other</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate																
<b>Brief Description of the Qualification</b>	The assessor assesses candidates in an area of subject matter expertise in a range of contexts on occupational standards. They coordinate with the assessing body, training provider or client organisation to ensure smooth and timely completion of work.																
<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 60%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 30%;">Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Previous relevant qualification of NSQF Level 4</td> <td>3 years</td> </tr> <tr> <td>2</td> <td>Previous relevant qualification of NSQF Level 4.5</td> <td>1.5 years</td> </tr> <tr> <td>3</td> <td>any other additional experience /academic qualification as required by the domain awarding body</td> <td></td> </tr> <tr> <td>4</td> <td>certified in relevant CITS trade</td> <td>1 year</td> </tr> </tbody> </table> <b>b. Age: 18 Years</b>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Previous relevant qualification of NSQF Level 4	3 years	2	Previous relevant qualification of NSQF Level 4.5	1.5 years	3	any other additional experience /academic qualification as required by the domain awarding body		4	certified in relevant CITS trade	1 year
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)															
1	Previous relevant qualification of NSQF Level 4	3 years															
2	Previous relevant qualification of NSQF Level 4.5	1.5 years															
3	any other additional experience /academic qualification as required by the domain awarding body																
4	certified in relevant CITS trade	1 year															
<b>Credits Assigned to this Qualification, Subject to Assessment</b> <i>(as per National Credit Framework (NCrF))</i>	16	<b>2. Common Cost Norm Category (I/II/III)</b> <i>(wherever applicable):</i>  III															
<b>Any Licensing requirements for Undertaking Training on This Qualification</b> <i>(wherever applicable)</i>	NA																

<b>Training Duration by Modes of Training Delivery</b> ( <i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i> )	<input checked="" type="checkbox"/> Offline <input checked="" type="checkbox"/> Online <input type="checkbox"/> Blended																							
	<table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>70</td> <td>150</td> <td></td> <td></td> <td>220</td> </tr> <tr> <td>Online</td> <td>80</td> <td>180</td> <td></td> <td></td> <td>260</td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	70	150			220	Online	80	180			260	<i>(Refer Blended Learning Annexure for details) Total hours = 480</i>				
	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																		
Classroom (offline)	70	150			220																			
Online	80	180			260																			
<b>Aligned to NCO/ISCO Code/s</b> ( <i>if no code is available mention the same</i> )																								
NCO-2015/2320.0101																								
<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )																								
Proctor (VET and Skills) (level 5.5)/ Lead Assessor (VET and Skills)(level 6)																								
<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>																								
Hindi																								
<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>																								
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																								
<b>Is the Job Role Amenable to Persons with Disability</b>																								
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If “Yes”, specify applicable type of Disability:																								
<b>How Participation of Women will be Encouraged</b>																								
Both men and women can equally participate																								
<b>Are Greening/ Environment Sustainability Aspects Covered</b> ( <i>Specify the NOS/Module which covers it</i> )																								
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																								
<b>Is Qualification Suitable to be Offered in schools/Colleges</b>																								
Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																								
<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> ( <i>In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs</i> )																								
Name: Col. Anil Kumar Pokhriyal Email: ceo@mepsc.in Contact No.: 011-24645100 Website: <a href="https://www.mepsc.in/">https://www.mepsc.in/</a>																								
<b>Final Approval Date by NSQC:</b> 30/06/2022			<b>3. Validity Duration:</b> 36 Months		<b>4. Next Review Date:</b> 30/06/2025																			

## Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	P r o j .	V i v a	Total	Weightage (%) (if applicable)
1.	Plan and organize for competency-based assessment	MEP/N2701, Ver 3.0	Core	5	6	60	120			180	40	60			100	30
2.	Assess vocational skills, knowledge and understanding	MEP/N2702, Ver 3.0	Core	5	6	40	140			180	40	60			100	35
3.	Apply health and safety practices at the workplace	MEP/N9903, Ver 5.0	Non-Core	4	1	10	20			30	40	60			100	15
4.	Apply principles of professional practice at the workplace	MEP/N9912, Ver 3.0	Non-Core	4	1	10	20			30	40	60			100	15
5.	Employability Skills (60 hrs)	DGT/VSQ/N0102, Ver 1.0	Non-Core	4	2	24	36			60	20	30			50	5
<b>Duration (in Hours) / Total Marks</b>					<b>16</b>	<b>144</b>	<b>336</b>			<b>480</b>	<b>180</b>	<b>270</b>			<b>450</b>	<b>100</b>

Elective NOS/s:1. NA

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks				
						Th.	Pr.	OJT - Man.	OJT - Rec.	Total	Th.	Pr.	Pr o j .	V i v a	Total
1.															
2.															
3.															
<b>Duration (in Hours) / Total Marks</b>															

Optional NOS/s:NA

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks				
						Th.	P r.	OJ T - M a n.	OJ T - R e c.	Tot al	T h.	P r.	Pr o j .	V i v a	Tot al
1.															
2.															
<b>Duration (in Hours) / Total Marks</b>															

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)**

**Minimum Pass Percentage – NOS/Module-wise:      % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)**

Section 3: Training Related

Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Trainer Prerequisites					
	Minimum Educational Qualification	Specialization	Relevant Industry Experience	Training Experience		Remarks
			Y e a r s	Specialization	Years	

	Graduate, Certified in relevant CITS trade	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	3 years	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	2 years		
	<b>Trainer Certification</b>						
	<b>Domain Certification</b>	<b>Platform Certification</b>					
	MEP/Q2701, V3.0 Assessor (VET and Skills) Minimum accepted score is 80%	MEP/Q2601, V3.0, Trainer (VET and Skills) Minimum accepted score is 80%					

### Section 4: Assessment Related

<b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<b>Assessor Prerequisites</b>						
	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
			Years	Specialization	Years	Specialization	
	Graduate	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	3	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	2		
	<b>Assessor Certification</b>						
<b>Domain Certification</b>			<b>Platform Certification</b>				

	MEP/Q2701, V3.0, Assessor (VET and Skills) Minimum accepted score is 80%.	MEP/Q2701, V3.0, Assessor (VET and Skills) Minimum accepted score is 80%.	
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### Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 10
5.	<b>Estimated nos. of persons to be trained and employed:</b> Approx. 1300
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> Yes If “No”, why:

### Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrF/NSQF level justification based on NCrF level/NSQF descriptors (Mandatory)	Mentioned below
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Mentioned below
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Mentioned below
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Mentioned below
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is “Blended Learning”)	Mentioned below
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	NA
7.	<b>Annexure:</b> Acronym and Glossary (Optional)	
8.	<b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)	Yes
9.	<b>Supporting Document:</b> Career Progression (Mandatory - Public view)	Yes
10.	<b>Supporting Document:</b> Occupational Map (Mandatory)	Yes
11.	<b>Supporting Document:</b> Assessment SOP (Mandatory)	Yes
12.	<b>Any other document you wish to submit:</b>	NA

### Annexure: Evidence of Level

NcrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NcrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	Assessor is expected to have the knowledge and display expertise/ skills in the field of work like: <ul style="list-style-type: none"> <li>● train and mentor learners</li> <li>● guide visitors to receptive department</li> <li>● conduct assessment of learners</li> <li>● evaluate training effectiveness</li> <li>● carry out learner development and their onboarding</li> </ul>	The job requires advanced analytical and facilitation skills and knowledge.	5
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	Assessor should know: <ul style="list-style-type: none"> <li>● different assessment methods</li> <li>● prepare checklists for assessment of skills and practical assessment</li> <li>● identify parameters for assessment of learners and training effectiveness</li> <li>● prepare evaluation reports</li> </ul>	The job holder is expected to exhibit factual knowledge of the field of knowledge or study such as learner development, determining parameters for assessment, preparation of different assessment tools and checklists.	5
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	Assessor should be skilled in different methods of assessment, provide feedback to learners, mentor and develop learners , assist in on boarding of learners	The job holder should be able to handle persons at different levels and domains and ensure their development as a learner . The person should be patient and ensure that conversations are friendly and amicable	5
<b>Broad Learning Outcomes/Core Skill</b>	<ul style="list-style-type: none"> <li>● communicate effectively</li> <li>● interact with irate or distressed persons and persons with special needs in the appropriate manner</li> <li>● be punctual and work as per agreed priorities</li> <li>● plan and organise official and personal work so as to have minimum downtime</li> <li>● be patient and courteous under all circumstances and situations.</li> </ul>	The job holder is expected to exhibit effective oral communication skills so as to have pleasant and engaging conversations and interact in a language learner is comfortable with, use effective	5

		listening and probing/questioning skills as necessary, share information as per organisational data security and confidentiality policy, written communication skills such as maintaining registers, evaluation reports and assessment records.	
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● manage distractions and maintain workplace discipline</li> <li>● ensure all learners reach competence level.</li> <li>● evaluate learners and training effectiveness.</li> </ul>	The job holder is responsible for learner development, training and assessment.	5

### Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

**Batch Size: 30**

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Internet connection		1
2	Computer or Laptop		15
3			

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. White/Black Board, Duster, Marker etc.
2. LCD projector, Laptop/desktop

### Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Ginger Webs Pvt. Ltd.,	Rohit Sharma	Vice President-Sales	Annexed	Attached	Attached	-
2	Sai Educare Pvt Ltd	Nisha Swami	CRM		Attached	Attached	
3	Palmary Project & Services Pvt Ltd	Yogesh Kumar	MD & CEO		Attached	Attached	
4	Skill Development Institute	Srinivasa Rao Palli	Sr Manager		Attached	Attached	
5	Finfirst Global Skillers	Ulka Janak Patel	Project & MIS Head		Attached	Attached	
6	Grey Sim Learning Foundation	Ulka Patel	Project Head		Attached	Attached	
7	Rational Multi Skills Pvt Ltd	Nayeem Ahmed Baba	Director		Attached	Attached	
8	Mercer Mettl	Promila Sharan	Manager		Attached	Attached	
9	Ranchi Security Pvt Ltd	Vigyan Kumar	Director		Attached	Attached	
10	Trendsetters Skill Assessors Pvt Ltd,	RAJKUMAR MANN	CEO		Attached	Attached	

### Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023	300		50			
2024	500		100			
2025	500		100			

Data to be provided year-wise for next 3 years

**Training, Assessment, Certification, and Placement Data for previous versions of qualifications:**

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
Accessor, Ver 1.0	2018-19	270		188									
	2019-20	491		413									
	2020-21	285		182									
	2021-22	77		67									

*Applicable for revised qualifications only, data to be provided year-wise for past 3 years.*

**List Schemes in which the previous version of Qualification was implemented:**

- 1.
- 2.

**Content availability for previous versions of qualifications:**

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

**Languages in which Content is available: English**

## Annexure: Blended Learning

### Blended Learning Estimated Ratio & Recommended Tools:

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners	LCD, Projector, Laptop, MSOffice Suite, various tools and software, computer camera, computer speakers, wi-fi connectivity	50:50
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Computer systems for all students, printers, wi-fi connectivity	50:50
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Learning management system	0:100
6	<input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment portals, tablet for each student	0:100
7	<input checked="" type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Access to industry partner in relevant field	100:0

## Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>MEP/N2701, v3: Plan and organize for competency-based assessment</b>	<i>Plan and organise for competency-based assessment</i>	40	60		
	PC1. identify the standards/criteria to be used for assessment	-	-		
	PC2. interpret the assessment strategy	-	-		
	PC3. review details of the assessment job (Details: List of candidate s who have to be assessed, location/venue,date/time of assessment, contact person and contact details, standards on which assessment has to be conducted, assessment tools and methods to be employed, etc.)	-	-		
	PC4. prepare resources and tools required for assessment	-	-		
	PC5. plan how to manage the assessment process and how to record assessment processes and decisions	-	-		
	PC6. check venue, materials, physical resources and other details of the assessment for adequacy and quality	-	-		
	PC7. report any discrepancy to relevant personnel and ensure compliance	-	-		
	PC8. ensure tools and equipment required for observing and recording evidence are in order	-	-		
	<b>Total Marks</b>	<b>40</b>	<b>60</b>		
<i>Conduct assessment as per preset standards</i>	18	28			

<b>MEP/N2702, v3: Assess vocational skills, knowledge and understanding</b>	PC1. reach the venue at appropriate date, time with relevant materials, questionnaires, tools, recorders etc.	-	-		
	PC2. communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	-	-		
	PC3. instruct the candidates at the start of the assessment regarding duration of the assessment, rules to be followed, entire process and penalties for breaking of the rules	-	-		
	PC4. mark attendance as per the standard practice	-	-		
	PC5. gather required documents from learners	-	-		
	PC6. use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.	-	-		
	PC7. check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences	-	-		
	PC8. follow procedures for the confidentiality of assessment information	-	-		
	<i>Make the assessment decision</i>	9	13		
	PC9. interpret assessment standards/criteria correctly	-	-		
	PC10. examine evidence against assessment standards/criteria	-	-		
	PC11. ensure that assessment decision is consistent and based on the available evidence and rules of evidence	-	-		
	PC12. document the results on paper templates as well as online forms and templates as prescribed accurately	-	-		
	<i>Undertake post assessment activities</i>	13	19		
	PC13. complete candidate records accurately and submit or process in the required time frame	-	-		
	PC14. secure, label and pack the evidences accurately as per standard procedures adopted by an assessment body	-	-		
	PC15. monitor the cleanliness and tidiness of the assessment area	-	-		
PC16. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel	-	-			
PC17. secure the equipment and tools used during assessment while ensuring that they are in good condition	-	-			
<b>Total Marks</b>	<b>40</b>	<b>60</b>			
<b>MEP/N9903, v5: Apply health and</b>	<i>Apply relevant health and safety practices at the workplace</i>	13	16		

<b>safety practices at the workplace</b>	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	-	-		
	<i>Maintain a healthy and hygienic environment</i>	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	-	-		
	<i>Emergencies, rescue and first-aid procedures</i>	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	-	-		
	PC13. perform rescue activity during an accident if applicable (e.g. if moving victim is advisable)	-	-		
	<i>Follow fire safety requirements</i>	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	-	-			
<b>Total Marks</b>	<b>40</b>	<b>60</b>			
<b>MEP/N9912, v3: Apply principles of professional practice at the workplace</b>	<i>Maintain a professional image and behaviour</i>	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	-	-		
	<i>Maintain and enhance professional competence</i>	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	-	-		
	<i>Work in a disciplined and ethical manner</i>	10	17		
	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 organisational guidelines	-	-		
	<i>Work effectively with all stakeholders</i>	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	-	-		
	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)	-	-		
	<b>Total Marks</b>	<b>40</b>	<b>60</b>		
<b>DGT/VSQ/N0102, v1: Employability Skills (60 Hours)</b>	<i>Introduction to Employability Skills</i>	1	1		
	PC1 identify employability skills required for jobs in various industries	-	-		

PC2 identify and explore learning and employability portals	-	-		
<i>Constitutional values – Citizenship</i>	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	-	-		
<i>Becoming a Professional in the 21st Century</i>	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	-	-		
<i>Basic English Skills</i>	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	-	-		
<i>Career Development &amp; Goal Setting</i>	1	2		
PC10 understand the difference between job and career	-	-		
PC11 prepare a career development plan with short- and long-term goals, based on aptitude	-	-		
<i>Communication Skills</i>	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	-	-		
<i>Diversity &amp; Inclusion</i>	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	-	-		
<i>Financial and Legal Literacy</i>	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	-	-		
<i>Essential Digital Skills</i>	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	-	-		
<i>Entrepreneurship</i>	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	-	-		
<i>Customer Service</i>	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	-	-		
<i>Getting ready for apprenticeship &amp; Jobs</i>	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	-	-		
<b>NOS Total</b>	<b>20</b>	<b>30</b>		

## Annexure: Assessment Strategy

### 1. Assessment System Overview:

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

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

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

### 2. Testing Environment:

Training partner has to share the batch start date and end date, number of trainees and the job role.

Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue.

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

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

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

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

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

### 3. Assessment Quality Assurance levels/Framework:

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

The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme. The weightages given to each module will be adhered to in the question paper.

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

### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

### 5. Method of verification or validation:

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

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

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment. The training partner will also intimate the time of arrival of the assessor and time of leaving the venue.

The assessment will be video recorded and submitted to MEPSC. Video of the practical session is prepared and submitted to MEPSC.

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

Assessment agency will be responsible to put details in SID.

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

### 6. Method for assessment documentation, archiving, and access

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by MEPSC assessment team. After upload, only MEPSC can access this data.

MEPSC approves the results within a week and uploads on SID.

## Annexure: Acronym and Glossary

### Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

### Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>