



QUALIFICATION FILE

Designer- Assessment Methods (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: 6

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

Qualification Name	Designer- Assessment Methods (VET and Skills)													
Sector/s	Management & Entrepreneurship and Professional Skills Council													
Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: 2022/OAFM/MEPSC/06022	Qualification Name of existing/previous version: Designer- Assessment Methods (VET and Skills)												
a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA													
National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>		1. NCrF/NSQF Level: 6												
Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate													
Brief Description of the Qualification	A Designer- Assessment Methods (VET and Skills) designs assessments and assessment tools to assess candidates effectively against the pre-set assessment criteria, duly incorporating the competency-based assessment guidelines and principles. The individual also ensures that the assessors are able to use and implement these tools effectively by helping train them and evaluate their work.													
Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <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>Graduate in any field or</td> <td>3 Years of experience in Training and Assessment</td> </tr> <tr> <td>2</td> <td>10th + CITS in any field</td> <td>5 years of experience in Training and Assessment</td> </tr> <tr> <td>3</td> <td>or Previous relevant qualification of NSQF Level 5</td> <td>3 years of experience in Training and Assessment</td> </tr> </tbody> </table> b. Age: 23 Years		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Graduate in any field or	3 Years of experience in Training and Assessment	2	10th + CITS in any field	5 years of experience in Training and Assessment	3	or Previous relevant qualification of NSQF Level 5	3 years of experience in Training and Assessment
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)												
1	Graduate in any field or	3 Years of experience in Training and Assessment												
2	10th + CITS in any field	5 years of experience in Training and Assessment												
3	or Previous relevant qualification of NSQF Level 5	3 years of experience in Training and Assessment												
Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	22	2. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> III												
Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA													

Training Duration by Modes of Training Delivery <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>120</td> <td>210</td> <td></td> <td></td> <td>330</td> </tr> <tr> <td>Online</td> <td>120</td> <td>210</td> <td></td> <td></td> <td>330</td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	120	210			330	Online	120	210			330	<i>(Refer Blended Learning Annexure for details) Total Hours = 660</i>				
	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																		
Classroom (offline)	120	210			330																			
Online	120	210			330																			
(Refer Blended Learning Annexure for details) Total Hours = 660																								
Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO-2015/ 2424.9900																							
Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	Head- Research & Development- Assessment Design																							
Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																							
Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																							
Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability:																							
How Participation of Women will be Encouraged	Both men and women can equally participate																							
Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																							
Is Qualification Suitable to be Offered in schools/Colleges	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																							
Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Col. Anil Kumar Pokhriyal Email: ceo@mepsc.in Contact No.: 011-24645100 Website: https://www.mepsc.in/																							
Final Approval Date by NSQC: 30/06/2022	3. Validity Duration: 36 Months			4. Next Review Date: 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 /NSQ F Level	Credits as per NCRF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T-Ma n.	OJ T-R ec .	Total	Th.	Pr.	P r o j.	V i v a	Total	Wei ghta ge (%) (if appli cabl e)
1.	Design competency-based assessment	MEP/N2906, v2	Core	6	3	30	60			90	40	60			100	15
2.	Develop competency-based assessment tools	MEP/N2907, v2	Core	6	3	30	60			90	40	60			100	20
3.	Comply with Intellectual Property Rights, Rules, Regulations and Ethics	MEP/N2909, v2	Core	6	2	30	30			60	40	60			100	17
4.	Evaluate on-field assessment and provide suggestions for improving training effectiveness	MEP/N2703, v3	Core	6	5	60	90			150	40	60			100	25
5.	Plan and facilitate assessor development	MEP/N2704, v3	Core	6	4	40	80			120	40	60			100	8
6.	Apply health and safety practices at the workplace	MEP/N9903, v5	Non-Core	5	1	10	20			30	40	60			100	7
7.	Apply principles of	MEP/N9912, v3	Non-Core	4	1	10	20			30	40	60			100	3

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.	OJ T-Ma n.	OJ T-R e c .	Tot al	Th.	Pr.	P r o j .	V i v a	Total	Wei ghta ge (%) (if appli cabl e)
	professional practice at the workplace															
8.	Employability Skills (90 Hours)	DGT/VSQ/N0103	Non-Core	5	3	40	50			90	20	30			50	5
Duration (in Hours) / Total Marks					22	250	410			660	300	450			750	100

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 .	O J T - M a n .	O J T - R e c .	Tot al	Th .	Pr .	P r o j .	V i v a	Total	Wei ghta ge (%) (if appli cabl e)
1.																
Duration (in Hours) / Total Marks																

Optional NOS/s

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					
						T h .	Pr .	O J T - M a n .	O J T - R e c .	Tot al	T h .	Pr .	Pro j .	Viv a	Tot al	Weighta ge (%) (if applicab le)
1.																
2.																
Duration (in Hours) / Total Marks																

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
			Years	Specialization	Years	Specialization	
	Graduate		3	Training and Assessment Function	2		
	Trainer Certification						
Domain Certification			Platform Certification				
MEP/Q2903, v3.0, Designer- Assessment Methods (VET and Skills) The minimum accepted score is 80%.			MEP/Q2601, v3, Trainer (VET and Skills) The minimum accepted score is 80%.				

Section 4: Assessment Related

Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Assessor Prerequisites						
	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
			Years	Specialization	Years	Specialization	
	Graduate		3	Training and Assessment Function	2		
	Assessor Certification						
Domain Certification			Platform Certification				
MEP/Q2903, v3.0, Designer- Assessment Methods (VET and Skills) The minimum accepted score is 80%.			MEP/Q2701, v3, Assessor (VET and Skills) The minimum accepted score is 80%.				

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 18
5.	Estimated nos. of persons to be trained and employed: Approx. 50000
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrF/NSQF level justification based on NCrF level/NSQF descriptors (Mandatory)	Mentioned below
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Mentioned below
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Mentioned below
4.	Annexure: Assessment Strategy (Mandatory)	Mentioned below
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Mentioned below
6.	Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	NA
7.	Annexure: Acronym and Glossary (Optional)	
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Yes
9.	Supporting Document: Career Progression (Mandatory - Public view)	Yes
10.	Supporting Document: Occupational Map (Mandatory)	Yes
11.	Supporting Document: Assessment SOP (Mandatory)	Yes
12.	Any other document you wish to submit:	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
<p>Professional Theoretical Knowledge/Process</p>	<p>Wide range of specialised technical skill, clarity of knowledge and practice in broadrange of activities involving standard and non-standard practices:</p> <ul style="list-style-type: none"> • Process if identifying the target audience,purpose and context of assessment as per the organisational and compliance requirements • Process of establishing the relevant assessment criteria/ parameters • Process of preparing assessment planand requisite documents/materials • Process of modifying the existingassessment tools • Process of developing new assessmenttools • Identifying the relevant copyright and IPRholder(s) 	<p>As mentioned in the various performance criteria,the Designer- Assessment Methods (VET and Skills)needs a wide range of specialized technical skills, having clarity of knowledge involving standard and non-standard practices such as designing assessments and assessment tools to assess candidates effectively against the pre-set assessment criteria, duly incorporating the competency-based assessment guidelines and principles.</p> <p>The individual also ensures that the assessorsare able to use and implement these tools effectively by helping train them and evaluate their work. Hence NSQF Level is 6</p>	<p>6</p>
<p>Professional and Technical Skills/ Expertise/ Professional Knowledge</p>	<p>Factual and theoretical knowledge in broad contexts within a field of work or study:</p> <ul style="list-style-type: none"> • Able to understand competency-based assessment concepts and principles. • Knowledge of different types of assessment tools and their developments • Understand the process of establishingthe relevant assessment criteria. • Able to understand the 	<p>As mentioned in the various knowledge and understanding criteria, the Designer- Assessment Methods (VET and Skills) requires factual and theoretical knowledge in broad contexts within a field of work or study like designs assessments and assessment tools to assess candidates effectively against the pre-set assessment criteria and also use and implement these tools effectively by helping train them and evaluate their work.</p> <p>Hence NSQF Level is 6.</p>	<p>6</p>

	<p>importance and process of reviewing and improving the assessment design.</p> <ul style="list-style-type: none"> • Knowledge and understanding of the process of developing the relevant procedures and instructions for assessors concerning the use of assessment tools. • Knowledge and understanding of IPR and the related policies and procedures in the organization. 		
<p>Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill</p>	<p>Range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study:</p> <ul style="list-style-type: none"> • Identify resources and constraints such as sources of information, budget, location of the assessment, available time, etc. • finalise and approve the assessment plans and designs • analyse the usability of existing assessment tools • identify existing assessment tools for the competencies to be assessed • identify the data and information required and sources of information 	<p>As mentioned in the various performance criteria, the Designer-Assessment Methods (VET and Skills) is able to perform a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study such as monitor the assessor if they are able to use and implement assessment tools effectively by helping train them and evaluate their work.</p> <p>Hence NSQF Level is 6</p>	6
<p>Broad Learning Outcomes/Core Skill</p>	<p>Reasonably good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication:</p> <ul style="list-style-type: none"> • Able to design competency-based assessment. • Able to Review and modify the assessment design • Modify the existing 	<p>As mentioned in the various performance criteria & Knowledge criteria, the Designer-Assessment Methods (VET and Skills) requires being reasonably good at mathematical calculation, the Designer-Assessment Methods (VET and Skills) should be having a better understanding of the social, and political environment and be reasonably good in data collection, organising</p>	6

	<p>assessment tool to fit the requirements</p> <ul style="list-style-type: none"> • examine tools and its content for any copyright violations • read organisational guidelines and legal requirements • collect data and information and store in compliance with the record keeping and privacy policies and procedures of the organization • suggest possible improvements to the assessment program 	<p>information, and logical communication. These include skills like articulating performance outcomes and indicators following the appropriate taxonomy, preparing reports, questionnaires and checklists, using assertive communication techniques and participative discussion techniques to handle group discussions, interpreting general health and safety guidelines, reading organisational guidelines and legal requirements, collaborating with the service provider to prepare the resource as per the organisational guidelines.</p> <p>Hence NSQF Level is 6</p>	
<p>Responsibility</p>	<p>Responsibility for own work and learning and full responsibility for other's works and learning:</p> <ul style="list-style-type: none"> • Responsible to design competency-based assessment • Responsible to review and modify the assessment design • Responsible to modify the existing assessment tools • Responsible to develop new assessment tools • Responsible to determine the copyright and IPR responsibilities • Responsible to ensure compliance with copyright and IPR regulations. • Responsible to evaluate effectiveness of assessment • Responsible to evaluate performance of assessors on the job 	<p>As mentioned in the various performance criteria, the Designer- Assessment Methods (VET and Skills) takes responsibility for his/her own work and learning and full responsibility for other's works and learning such as design assessments and assessment tools to assess candidates effectively against the pre-set assessment criteria, duly incorporating the competency-based assessment guidelines and principles. The individual also ensures that the assessors are able to use and implement these tools effectively by helping train them and evaluate their work.</p> <p>Hence NSQF Level is 6</p>	<p>6</p>

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

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	IPS Institute	Shivangi Goel	Academic Counsellor	Uttar Pradesh	Attached	Attached	
2	MM Degree College	Dr. Pradeep Kumar Garg	Principal	Uttar Pradesh	Attached	Attached	
3	I.K.G Punjab Technical University	Dr. Vaneeta Bala	Assistant Registrar	Punjab	Attached	Attached	
4	Sopra Steria India	Rikan Singh Tomar	Manager	NCR	Attached	Attached	
5	Senryaku Management Private Limited	Shiv Shankar Singh	Director	Haryana	Attached	Attached	
6	Rainet Technology Private Limited	Neha Verma	Manager	NCR	Attached	Attached	
7	Koch Business Solutions India Private Limited	Sajal Sharma	Manager	Karnataka	Attached	Attached	
8	Hansa Cequity	Ankit Sharma	consultant	Maharashtra	Attached	Attached	
9	Flipkart Internet Private Limited	Akshay	Manager	Delhi	Attached	Attached	
10	GlobalLogic	Rashid Muhammad	Associate Manager	Delhi	Attached	Attached	
11	Conduent	Prince Jain	Business manager	NCR	Attached	Attached	
12	Ephicity Lifescience Analytics	Rahul Kumar Kaushik	Sr. Manager	Karnataka	Attached	Attached	
13	Artificial Intelligence Technologies	Rohit Kumar Sharma	Manager	Delhi	Attached	Attached	
14	SRM University	Dr. N.M Mishra	Dean	NCR	Attached	Attached	
15	Larsen & Toubro Financial Management Services	Raghvendra Yadav	Sr. Manager	Delhi	Attached	Attached	

	Limited					
16	Kia Motors Pvt. Ltd.	Atul Sharma	Manager	Haryana	Attached	Attached
17	HCL Technologies	Rishabh Sharma	Manager	NCR	Attached	Attached
18	Deloitte	Utkarsh Shukla	Manager	NCR	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	1000					
2024	1000					
2025	1000					

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

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:

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
MEP/N2906, v2: Design competency-based assessment	<i>Gather information for designing competency-based assessment</i>	15	15		
	PC1. identify target candidates, purpose and context of assessment as per organisational and compliance requirements	-	-		
	PC2. identify resources and constraints in terms of available sources of information, budgets, location of assessment, time duration available, availability of assessors and their profile, etc	-	-		
	PC3. identify/ clarify candidates assessment needs with relevant people	-	-		
	PC4. obtain and interpret the relevant competencies and occupational standards required to be evidenced during the assessment	-	-		
	PC5. identify and obtain relevant documentation for designing and developing assessment tools	-	-		
	<i>Plan and document assessment process</i>	21	37		
	PC6. identify assessment criteria using the information gathered, in consultation with subject matter expert and client	-	-		
	PC7. identify various ways in which the achievement of competence can be assessed for the specific assessment criteria in consultation with subject matter experts	-	-		
	PC8. determine volume of evidence and types of evidence needed to verify competence, according to the rules of evidence	-	-		
	PC9. select assessment methods that will support the collection of defined evidence, taking into account the context of the assessment	-	-		

	PC10. finalise assessment methods and types of assessment tools that comply with the rules of evidence and principles of assessment	-	-		
	PC11. prepare and document the assessment plan that includes various aspects of the assessment process Various aspects of assessment process: assessment criteria, assessment sequence; type of assessment tools to be administered; evidences to be collected; required assessment conditions, materials and resources; roles anresponsibilities of people involved in the assessment process; timelines; documentation and assessment record keeping and reporting arrangements, etc.	-	-		
	Modify assessment design based on recommendations from competent authority	4	8		
	PC12. Share the assessment design with various competent authority like assessors, lead assessors, client, subject matter expert, etc. for review and feedback	-	-		
	PC13. evaluate validity of the suggestions received from competent authorities and make valid modifications in the assessment design	-	-		
	Total Marks	40	60		
MEP/N2907, v2: Develop competency-based assessment tools	<i>Modify existing assessment tools</i>	6	12		
	PC1. receive and interpret assessment design that contains the competencies to be assessed, assessment criteria, assessment plan, type of assessment tools to be developed and evidences to be collected	-	-		
	PC2. identify existing assessment tools for the competencies to be assessed	-	-		
	PC3. analyse available assessment tools for their usability and modify as per received assessment design	-	-		
	<i>Develop new assessment tools</i>	14	23		
	PC4. select assessment method through which defined competency and occupational standard can be evidenced and verified	-	-		
	PC5. develop specific assessment activities to address the evidence to be collected	-	-		
	PC6. prepare assessment tools taking into account the assessment context and the principles of assessment	-	-		
	PC7. define clear and specific procedures instructing assessor and candidate on the administration and use of the tools using appropriate style and format, language and that are appropriate to diverse learners	-	-		
	PC8. address assessment system policy and procedures requirements including storage and retrieval needs, review and evaluation and version control	-	-		
	PC9. write various types of items using principles of assessment and considering related contextual factors	-	-		
	<i>Review and trial assessment tools</i>	20	25		
	PC10. check draft assessment tools against evaluation criteria and amend as necessary	-	-		

	PC11. trial draft assessment tools to validate content, applicability and usability	-	-		
	PC12. collect and document feedback from relevant people involved in trialling	-	-		
	PC13. analyse results of trail runs for feedback on assessments	-	-		
	PC14. make amendments to the final tools based on analysis of feedback	-	-		
	PC15. produce assessment specifications documentation	-	-		
	PC16. format and file finalised assessment tools in accordance with assessment system policies and procedures and organisational requirements	-	-		
	Total Marks	40	60		
MEP/N2909, v2: Comply with Intellectual Property Rights, Rules, Regulations and Ethics	<i>Identify IPR applicability and implications of infringement</i>	19	24		
	PC.1. identify copyright and other Intellectual Property Rights (IPR) protections applicable to different types of materials available and developed Types of materials: Text, Graphics, Audio, Videos, Designs, Logos, Products, etc.	-	-		
	PC.2. identify legislative requirements governing copyright in own and other countries as applicable	-	-		
	PC.3. identify material within the organisation that may attract copyright and other IPR protection	-	-		
	PC.4. determine the copyright owner of original works within or used by the organisation	-	-		
	PC.5. identify sources of information and advice regarding copyright and other IPR issues within the organisation and outside	-	-		
	PC.6. research when permission is needed to use copyright material belonging to others	-	-		
	PC.7. identify legal and economic implications of copyright infringement and communicate the same to relevant personnel	-	-		
	<i>Assess IPR permissions, compliance and infringements</i>	21	36		
	PC.8. identify types of permission available to use materials copyrighted materials	-	-		
	PC.9. initiate processes to obtain permissions using legal processes for copyrights	-	-		
	PC.10. identify, review and comment on organisation policies and procedures to ensure that own and others original works are protected against direct or indirect infringement of copyright	-	-		
	PC.11. implement policies and procedures to protect the organisations copyright, recognising exceptions that allow the legitimate use of own copyright material by others	-	-		
	PC.12. use and inform other appropriate personnel of legislative exceptions that allow use of copyright material without permission	-	-		
	PC.13. test materials for any copyright infringements using electronics tools	-	-		
PC.14. initiate and maintain documentation in relation to copyright agreements where established	-	-			

	PC.15. implement procedures to limit or deter infringement of organisations copyright and/or encourage the proper use of the organisations copyright	-	-		
	PC.16. monitor organisational use of others copyright material to reduce the risk of infringement	-	-		
	PC.17. identify and report to appropriate personnel claims of infringements of organisations copyright	-	-		
	PC.18. identify considerations when licensing or selling copyright rights including on related materials, economic impact, documentation, legal requirements, potential disputes, monitoring usage and infringements, assessing infringement impact, grievance redressal processes, etc.	-	-		
	Total Marks	40	60		
	<i>Evaluate effectiveness of assessment</i>	10	19		
MEP/N2703, v3: Evaluate on-field assessment and provide recommendations for improving assessment effectiveness	PC1. establish standard parameters that are important to ensure assessment effectiveness	-	-		
	PC2. identify the data and information required and access sources of information (Possible sources of information: Student feedback forms; on-site observation report; assessment results, documentation and evidences collected; assessor feedback; assessment instructions docket from ID team; assessment tools/checklists/forms; audit results; Government training and assessment related norms and scheme norms; placement records);	-	-		
	PC3. collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation	-	-		
	PC4. identify and record potentially useful and relevant information that is not identified in the evaluation plan	-	-		
	PC5. analyse the data and information to identify the effectiveness of the various evidences collected; and other aspects of the assessment as per the standard parameters selected (Aspects of assessment: Standards and assessment criteria; assessment design and tools; assessment questions; assessment process; assessment decisions)	-	-		
	PC6. cross-check findings where possible by comparing with the results from different evaluation sources	-	-		
	PC7. develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected	-	-		
	PC8. prepare document on areas or aspects of assessments that are satisfactory and those	-	-		

	requiring improvement				
	PC9. suggest possible improvements to the assessment program	-	-		
	<i>Evaluate performance of assessors on the job</i>	14	19		
	PC10. obtain competencies, occupational standards and performance criteria for assessors	-	-		
	PC11. share occupational standards and performance criteria with assessors and resolve related queries	-	-		
	PC12. obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated	-	-		
	PC13. create and share own schedule of sample observation visits with administration and respective assessors in advance	-	-		
	PC14. . observe an assessment session in progress and gather evidence of achievement of occupational standard as well as evidence of non-achievement of performance standard as the case may be	-	-		
	PC15. observe all assessment tasks (pre-assessment, during assessment and post assessment)	-	-		
	PC16. conduct on-site visits or on-line assessment platform and assess performance	-	-		
	PC17. discuss observations with the assessor after assessment session and validate the observations	-	-		
	PC18. obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors (Assessor Performance indicators: Adherence to schedule, process adherence, feedback from students; quality of decisions, quality of evidences, handling of evidences, feedback from training provider, turnaround time of posting results, etc.)	-	-		
	PC19. identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment	-	-		
	PC20. document results of assessor performance evaluation in prescribed format	-	-		
	<i>Perform checks on the decisions made by assessors and the evidences presented</i>	16	22		
	PC21. select a sample of assessments for evaluation along with their evidences				
	PC22. ensure that the selected sample includes examples from all assessors and assessment centres, assessments with borderline results; assessments	-	-		

	with no results recommended or identified by assessors as a problem case				
	PC23. review assessors decisions and evidences independently and in line with the pre-determined standard of performance	-	-		
	PC24. identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessors decisions and evidences	-	-		
	PC25. check if the decisions have been fair and consistent across all assessors and assessment centres allocated	-	-		
	PC26. deliberate on the evidence with the assessors before coming to a conclusion wherein a change of decision is suggested during evaluation	-	-		
	PC27. . provide recommendation for decisions where the evaluation suggests that a change of decision is required	-	-		
	PC28. document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person	-	-		
	PC29. ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time	-	-		
	PC30. document recommendations and share with stakeholders on areas of possible improvement in the prescribed format	-	-		
	Total Marks	40	60		
MEP/N2704, v3: Plan and facilitate assessor development	<i>Plan and organise assessor development program</i>	17	26		
	PC1. identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor	-	-		
	PC2. list available learning and development resources and constraints	-	-		
	PC3. select the methods best suited for the training needs that can be applied within the available resources and constraints	-	-		
	PC4. prepare a training plan and schedule that fits in the assessors schedule without disrupting the work	-	-		
	PC5. develop training material taking help from content development team	-	-		
	PC6. prepare and implement a monitoring plan to ensure all assessors undergo the development plan	-	-		
	PC7. receive calendar for assessor training from authorised source (Authorised source: Assessment Organisation, Sector Skill Council, certifying body, etc.)	-	-		

	<i>Deliver and facilitate learning by assessors</i>	23	34		
	PC8. analyse profile of assessor candidates to identify special requirements if any (Special requirements: Language adjustment; seating arrangement; learners with special needs; timings of trainer)	-	-		
	PC9. prepare session plan using the occupational standards and training materials provided by authorised source	-	-		
	PC10. deliver training and facilitate assessor learning	-	-		
	PC11. conduct formative assessment of learning by using appropriate methods	-	-		
	PC12. monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met	-	-		
	PC13. make adjustments to the delivery sessions to reflect specific needs and circumstances	-	-		
	PC14. provide additional assistance to individual candidates as required	-	-		
	PC15. manage inappropriate behaviour to ensure that effective learning can take place	-	-		
	PC16. collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled	-	-		
	PC17. undertake post training activities like replacement of training equipment, submission of learner records etc.	-	-		
	Total Marks	40	60		
MEP/N9903, v5: Apply health and safety practices at the workplace	<i>Apply relevant health and safety practices at the workplace</i>	13	16		
	PC1. identify, control and report health and safety issues relating to immediate work environment according to procedures	-	-		
	PC2. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	-	-		
	PC3. document and report all hazards, accidents and near-miss incidents as per set process	-	-		
	PC4. document safety records according to organisational policies	-	-		
	<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	-	-		
	Total Marks	40	60		
MEP/N9912, v3: Apply principles of professional practice at the workplace	Maintain a professional image and behaviour	3	5		
	PC1. display appropriate professional appearance for the workplace				
	PC2. interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner				
	Maintain and enhance professional competence	14	19		
	PC3. develop personal and professional goals and objectives				
	PC4. identify strengths and weaknesses in relation to goals and objectives				
	PC5. evaluate own capacity to meet goals and objectives				
	PC6. determine personal development needs to perform role as per desired standards				
	PC7. develop a professional development plan to enhance professional capabilities				
	PC8. document a professional practice plan designed to support the achievement of goals				
	PC9. select and implement development opportunities to support continuous learning and maintain currency of professional practice				
	PC10. research developments and trends impacting on professional practice and integrate information into work performance				
	PC11. seek feedback on performance from others and incorporate it to improve				
	Work in a disciplined and ethical manner	10	17		

	PC13. perform tasks to the required workplace standard				
	PC14. protect the rights of the client and organisation when delivering services				
	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				
	Work effectively with all stakeholders	13	19		
	PC18. identify and obtain clarity regarding organisational, team and own goals				
	PC19. prioritise tasks at work as per organisational, team and own goals				
	PC20. plan to meet team performance targets and standards				
	PC21. monitor own and team performance as per agreed plan				
	PC22. share all relevant information with stakeholders in agreed formats and as per agreed timelines				
	PC23. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes				
	PC24. recognise, avoid and/or address any conflict of interest				
	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)				
	Total marks	40	60		
DGT/VSQ/N0103 Employability Skills (90 Hours)	<i>Introduction to Employability Skills</i>	1	1		
	PC1. understand the significance of employability skills in meeting the current job market requirement and future of work	-	-		
	PC2. identify and explore learning and employability relevant portals	-	-		
	PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-		
	<i>Constitutional values – Citizenship</i>	1	1		
	PC4. 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.	-	-		

PC5. follow environmentally sustainable practices	-	-		
<i>Becoming a Professional in the 21st Century</i>	1	3		
PC6. recognize the significance of 21st Century Skills for employment	-	-		
PC7. 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	-	-		
PC8. adopt a continuous learning mindset for personal and professional development	-	-		
<i>Basic English Skills</i>	3	4		
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-		
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-		
PC11. write short messages, notes, letters, e-mails etc. in English	-	-		
<i>Career Development & Goal Setting</i>	1	2		
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-		
PC13. prepare a career development plan with short- and long-term goals	-	-		
<i>Communication Skills</i>	2	2		
PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-		
PC15. use active listening techniques for effective communication	-	-		
PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-		
PC17. work collaboratively with others in a team	-	-		
<i>Diversity & Inclusion</i>	1	1		
PC18. communicate and behave appropriately with all genders and PwD	-	-		
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-		
<i>Financial and Legal Literacy</i>	2	3		
PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-		
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-		
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-		

PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-		
Essential Digital Skills	3	5		
PC24. operate digital devices and use their features and applications securely and safely	-	-		
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-		
PC26. display responsible online behaviour while using various social media platforms	-	-		
PC27. create a personal email account, send and process received messages as per requirement	-	-		
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-		
PC29. utilize virtual collaboration tools to work effectively	-	-		
Entrepreneurship	2	3		
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-		
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-		
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-		
Customer Service	1	2		
PC33. identify different types of customers and ways to communicate with them	-	-		
PC34. identify and respond to customer requests and needs in a professional manner	-	-		
PC35. use appropriate tools to collect customer feedback	-	-		
PC36. follow appropriate hygiene and grooming standards	-	-		
Getting ready for apprenticeship & Jobs	2	3		
PC37. create a professional Curriculum vitae (Résumé)	-	-		
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-		
PC39. apply to identified job openings using offline /online methods as per requirement	-	-		
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-		
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-		
NOS Total	20	30		

Elective :

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks

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
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf