

## **NSQC QUALIFICATION FILE**

**Approved in 22<sup>nd</sup> NSQC Meeting, 19<sup>th</sup> December 2018**

### **CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

#### **Name and address of submitting body:**

MEPSC,  
Management & Entrepreneurship and Professional Skills Council,  
14 Management House, Institutional Area,  
Lodhi Road, New Delhi-110003

#### **Name and contact details of individual dealing with the submission**

**Name:** Col. Anil Kumar Pokhriyal

**Position in the organisation:** Chief Executive Officer

**Address if different from above:** Same as above

**Tel number(s):** 011- 24645100,

**E-mail address:** ceo@mepsc.in

#### **List of documents submitted in support of the Qualifications File**

- Qualification Pack with National Occupational Standards
- Model Curriculum
- Occupational Map
- Summary of Industry validations

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- SUMMARY

1	<b>Qualification Title:</b> Assessments Designer
2	<b>Qualification Code, if any:</b> MEP/Q2903
3	<b>NCO code and occupation:</b> NCO-2015/ 2424.9900
4	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term):</b> This is a Qualification Pack (QP) containing National Occupational Standards for the job role -Assessments Designer The main purpose of the qualification is to create employment opportunity and to upgrade the skills of people already in work.
5	<b>Body/bodies which will award the qualification:</b> Management &Entrepreneurship and Professional Skills Council (MEPSC)
6	<b>Body which will accredit providers to offer courses leading to the qualification:</b> Management &Entrepreneurship and Professional Skills Council (MEPSC)
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy) :</b> Yes
8	<b>Occupation(s) to which the qualification gives access:</b> Instructional Design, Assessments
9	<b>Job description of the occupation:</b> The Assessment Designer designs and develops effective assessments and assessment tools to assess candidates against pre-set assessment criteria, duly incorporating the competency based assessment guidelines and principles. The Assessment Designer also ensures that the assessors are able to use and implement these tools effectively by supporting in training them and evaluating their work.
10	<b>Licensing requirements:</b> N/A
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided) :</b> N/A
12	<b>Level of the qualification in the NSQF:</b> Level 6
13	<b>Anticipated volume of training/learning required to complete the qualification:</b> 600 Hours
14	<b>Indicative list of training tools required to deliver this qualification:</b> Training kit (Trainer guide, PowerPoint), sample feedback forms, templates to gather information, document, sample Qualification Packs, computer systems with latest configuration and required software(desktop publishing software, picture editing software), general Personal Protective Equipment (PPE), OHS policy, sample accident and incident reports, Class A, B, C, D and K fire extinguishers, First aid kit with all contents
15	<b>Entry requirements and/or recommendations and minimum age:</b> Graduate or equivalent 5 years out of which 2 years in Training and Assessment, experience in any training and assessment function 24 Years
16	<b>Progression from the qualification (Please show Professional and</b>

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	<b>academic progression) :</b> Vertical: Manager- Assessment Support, Manager- Assessments, Horizontal: Assessment Quality Analyst, Lead Assessor		
<b>17</b>	<b>Arrangements for the Recognition of Prior learning (RPL) :</b> RPL arrangements and policies are under development. The guidelines should be ready in 2-3 months		
<b>18</b>	<b>International comparability where known (research evidence to be provided) :</b> Comparability not established, however have referred to Earlier QPs developed by ILO as well as Australian Qualification TAE40116 Certificate IV in Training and Assessment		
<b>19</b>	<b>Date of planned review of the qualification:</b> 4 <sup>th</sup> July 2022		
<b>21</b>	<b>Formal structure of the qualification</b>		
	<b>Mandatory components</b>		
<b>(i)</b>	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
	(i) MEP/N2906 Design competency based assessment	125	6
	(ii) MEP/N2907 Develop competency based assessment tools	125	6
	(iii) MEP/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness	150	6
	MEP/N2909 Comply with Intellectual Property Rights, Rules, Regulations and Ethics	50	5
	(iv) MEP/N2704 Plan and facilitate assessor development	100	6
	(v) MEP/N9912 Apply principles of professional	50	5

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	practice to work as a training and development professional		
	MEP/N9911 Apply health and safety practices applicable in a training and assessment environment	50	4
	<b>Sub Total (A)</b>	600	
	<b>Optional components (N/A)</b>		
	<b>Total (A+B)</b>		

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### SECTION 1 ASSESSMENT

21	<b>Body/Bodies which will carry out assessment:</b> Assessments agencies empanelled with MEPSC to carry out assessment: <ul style="list-style-type: none"><li>- Aspiring Minds Assessments Pvt Ltd</li><li>- Co Cubes Technologies Pvt Ltd</li><li>- India Skills Pvt Ltd</li><li>- Induslynk Training Services Pvt Ltd (METTL)</li><li>- Skill Training Assessment Management Partners Ltd (STAMP)</li><li>- Trendsetters Skill Assessors Pvt Ltd</li></ul>
22	<b>How will RPL assessment be managed and who will carry it out?</b> RPL assessment will be as per normal MEPSC assessment process. (MEPSC recognizes that there may be candidates who have prior learning experience in the Management Sector and are desirous of being certified. Such candidates can apply to MEPSC for testing and certification of their skills. Training Partners will be responsible for identifying and counselling candidates for RPL through mobilization camps and advertisements. The details of the RPL process have been defined by MEPSC under the document- Guidelines for Recognition of Prior Learning under PMKVY)
23	<b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b> Annexure attached (Assessment Matrix is mentioned at the end of the Model Curriculum)

Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

### ASSESSMENT EVIDENCE

**Complete a grid for each component as listed in “Formal structure of the the qualification” in the Summary.**

*NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – ie Learning Outcomes to be assessed, assessment criteria and the means of assessment.*

**24. Assessment evidences**

**Title of Component:** Assessments Designer

**Criteria For Assessment Of Trainees**

**Job Role:** Assessment Designer

**Qualification Pack:** MEP/Q2903

**Sector Skill Council:** Management & Entrepreneurship and Professional Skills Council

**Guidelines for Assessment:**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS				Marks Allocation	
Total Marks: 700					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N2906 Design competency-based assessment	PC1.identify target candidates, purpose and context of assessment as per organisational and compliance requirements	100	6	3	3
	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.		6	3	3

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	PC3.identify/ clarify candidate's assessment needs with relevant people		6	3	3
	PC4.obtain and interpret the relevant competencies and occupational standards required to be evidenced during the assessment		6	3	3
	PC5.identify and obtain relevant documentation for designing and developing assessment tools		6	3	3
	PC6.identify assessment criteria using the information gathered, in consultation with subject matter expert and client		9	4	5
	PC7.identify various ways in which the achievement of competence can be assessed for the specific assessment criteria in consultation with subject matter experts		10	4	6
	PC8.determine volume of evidence and types of evidence needed to verify competence, according to the rules of evidence		10	4	6
	PC9.select assessment methods that will support the collection of defined evidence, taking into account the context of the assessment		10	3	7
	PC10.finalise assessment methods and types of assessment tools that comply with the rules of evidence and principles of assessment		10	3	7
	PC11.prepare and document the assessment plan that includes various aspects of the assessment process		9	3	6
	PC12.share the assessment design with various competent authority like assessors, lead assessors, client, subject matter expert, etc. for review and feedback		6	2	4
	PC13.evaluate validity of the suggestions received from competent authorities and make valid modifications in the assessment design		6	2	4
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
MEP/N2907 Develop competency based assessment	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	<b>100</b>	6	2	4

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tools	be collected			
	PC2.identify existing assessment tools for the competencies to be assessed	6	2	4
	PC3.analyse available assessment tools for their usability and modify as per received assessment design	6	2	4
	PC4.select assessment method through which defined competency and occupational standard can be evidenced and verified	6	2	4
	PC5.develop specific assessment activities to address the evidence to be collected	6	2	4
	PC6.prepare assessment tools taking into account the assessment context and the principles of assessment	7	2	5
	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	6	2	4
	PC8.address assessment system policy and procedures requirements including storage and retrieval needs, review and evaluation and version control	6	2	4
	PC9.write various types of items using principles of assessment and considering related contextual factors	6	3	3
	PC10.check draft assessment tools against evaluation criteria and amend as necessary	6	3	3
	PC11.trial draft assessment tools to validate content, applicability and usability	6	3	3
	PC12.collect and document feedback from relevant people involved in trialling	6	3	3
	PC13.analyse results of trail runs for feedback on assessments	7	3	4
	PC14.make amendments to the final tools based on	6	3	3



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	analysis of feedback				
	PC15.produce assessment specifications documentation		7	3	4
	PC16.format and file finalised assessment tools in accordance with assessment system policies and procedures and organisational requirements		7	3	4
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
MEP/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness	PC1.establish standard parameters that are important to ensure assessment effectiveness	100	4	2	2
	PC2.identify the data and information required and access sources of information		3	1	2
	PC3.arrange workplace visits and meetings and access to performance data and information		3	1	2
	PC4.collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation		3	1	2
	PC5.identify and record potentially useful and relevant information that is not identified in the evaluation plan		3	1	2
	PC6.analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected		3	1	2
	PC7.cross-check findings where possible by comparing with the results from different evaluation sources		3	1	2
	PC8.develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected		3	1	2
	PC9.document areas or aspects of assessments that are satisfactory and those requiring improvement		3	1	2
	PC10.suggest possible improvements or alternatives to the assessment program		3	1	2
	PC11.obtain competencies, occupational standards and performance criteria for assessors		3	1	2
	PC12.share occupational standards and performance criteria with assessors and resolve		3	1	2

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	related queries			
	PC13.obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated		3	1 2
	PC14.create and share own schedule of sample observation visits with administration and respective assessors in advance		3	1 2
	PC15.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		3	1 2
	PC16.observe all assessments tasks (pre-assessment, during assessment and post assessment)		3	1 2
	PC17.discuss observations with the assessor after assessment session and validate the observations		4	2 2
	PC18.obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors		3	1 2
	PC19.interview the assessors to obtain information about the problems they face		3	1 2
	PC20.identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment		3	1 2
	PC21.ocument results of assessor performance evaluation in prescribed format		3	2 1
	PC22.select a sample of assessments for evaluation along with their evidences		2	1 1
	PC23.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		3	1 2
	PC24.review assessor's decisions and evidences independently and in line with the pre-determined standard of performance		4	2 2

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	PC25.identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessor's decisions and evidences		3	1	2
	PC26.check that the decisions have been fair and consistent across all assessors and assessment centres allocated		4	2	2
	PC27.deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation		3	1	2
	PC28.provide recommendation for decisions where the evaluation suggests that a change of decision is required		4	2	2
	PC29.document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person		4	2	2
	PC30.ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time		2	1	1
	PC31.document recommendations to stakeholders on areas of possible improvement in the prescribed format		3	1	2
	PC32.present the recommendations in person to stakeholders		3	2	1
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
MEP/N2909 Comply with Intellectual Property Rights, Rules, Regulations and Ethics	PC1. identify copyright and other Intellectual Property Rights (IPR) protections applicable to different types of materials available and developed	<b>100</b>	6	3	3
	PC2. identify legislative requirements governing copyright in own and other countries as applicable		5	3	2
	PC3. identify material within the organisation that may attract copyright and other IPR protection		6	3	3
	PC4. determine the copyright owner of original works within or used by the organisation		6	3	3
	PC5. identify sources of information and advice regarding copyright and other IPR issues within the		6	3	3

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organisation and outside			
PC6. research when permission is needed to use copyright material belonging to others	6	3	3
PC7. identify legal and economic implications of copyright infringement and communicate the same to relevant personnel	6	3	3
PC8. identify types of permission available to use materials copyrighted materials	6	3	3
PC9. initiate processes to obtain permissions using legal processes for copyrights	6	3	3
PC10. 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	6	2	4
PC11. implement policies and procedures to protect the organisation's copyright, recognising exceptions that allow the legitimate use of own copyright material by others	5	2	3
PC12. use and inform other appropriate personnel of legislative exceptions that allow use of copyright material without permission	4	1	3
PC13. test materials for any copyright infringements using electronics tools	6	2	4
PC14. initiate and maintain documentation in relation to copyright agreements where established	6	2	4
PC15. implement procedures to limit or deter infringement of organisation's copyright and/or encourage the proper use of the organisation's copyright	5	2	3
PC16. monitor organisational use of others' copyright material to reduce the risk of infringement	5	2	3
PC17. identify and report to appropriate personnel claims of infringements of organisation's copyright	5	2	3
PC18. identify considerations when licensing or selling copyright rights including on related materials, economic impact, documentation, legal requirements, potential disputes, monitoring usage	5	2	3

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	and infringements, assessing infringement impact, grievance redressal processes, etc.				
		<b>Total</b>	<b>100</b>	<b>44</b>	<b>56</b>
MEP/N2704 Plan and facilitate assessor development	PC1.identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor	<b>100</b>	4	1	3
	PC2.identify various methods that are best suited for the training needs		4	1	3
	PC3.list available learning and development resources and constraints		4	2	2
	PC4.select the methods best suited for the training needs that can be applied within the available resources and constraints		4	2	2
	PC5.prepare a training plan and schedule that fits in the assessor's schedule without disrupting the work		4	2	2
	PC6.develop training material taking help from content development team		4	2	2
	PC7.share the training plan and schedule with all stakeholders		4	2	2
	PC8.prepare and implement a monitoring plan to ensure all assessors undergo the development plan		5	2	3
	PC9.receive calendar for assessor training from authorised source		4	2	2
	PC10.confirm availability to the organisers for the training session		4	2	2
	PC11.study profile of assessor candidates to identify special requirements if any		5	2	3
	PC12.prepare session plan using the occupational standards and training materials provided by authorised source		5	2	3
	PC13.facilitate assessor learning program as per the design provided		4	1	3
	PC14.conduct formative assessment of learning by using appropriate methods such as mock-delivery (role play), simulated, or on-the-job observation or		5	2	3

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	studying video recordings of assessors, etc.				
	PC15.monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met		5	2	3
	PC16.make adjustments to the delivery sessions to reflect specific needs and circumstances		5	2	3
	PC17.provide additional assistance to individual candidates as required to achieve session outcomes		5	2	3
	PC18.manage inappropriate behaviour to ensure that effective learning can take place		4	2	2
	PC19.maintain and store learner records according to organisational requirements		5	2	3
	PC20.collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled		4	1	3
	PC21.ensure that training equipment and tools are used and left in good condition		4	2	2
	PC22.complete learner records accurately and submit or process and in the required timeframes		4	1	3
	PC23.send all records to the relevant personnel for record keeping and MIS as per the procedure established for the same		4	1	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
MEP/N9912 Apply principles of professional practice at the workplace	PC1.display appropriate professional appearance for the workplace	<b>100</b>	3	1	2
	PC2.interact with team members, clients, vendors, visitors and other stakeholders in a professional manner		3	1	2
	PC3.develop personal and professional goals and objectives		3	1	2
	PC4.identify strengths and weaknesses in relation to goals and objectives		3	1	2
	PC5.evaluate own capacity to meet goals and		3	1	2

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objectives			
PC6.determine personal development needs to perform role as per desired standards	3	1	2
PC7.develop a professional development plan to enhance professional capabilities	4	1	3
PC8.document a professional practice plan designed to support the achievement of goals	3	1	2
PC9.select and implement development opportunities to support continuous learning and maintain currency of professional practice	3	1	2
PC10.research developments and trends impacting on professional practice and integrate information into work performance	3	1	2
PC11.invite peers and others to observe, and provide feedback, on own performance and practices	3	1	2
PC12.use feedback from colleagues and clients to identify and introduce, improvements in work performance	3	1	2
PC13.perform tasks to the required workplace standard	5	2	3
PC14.complete duties accurately, systematically and within required timeframes	3	1	2
PC15.follow organisational policies	3	1	2
PC16.protect the rights of the client and organisation when delivering services	4	1	3
PC17.ensure services are delivered equally to all clients regardless of personal and cultural beliefs	3	1	2
PC18.recognise potential ethical issues in the workplace and discuss with an appropriate person	4	2	2
PC19.recognise unethical conduct and report to an appropriate person	3	1	2
PC20.operate within an agreed ethical code of practice	4	2	2

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	PC21.apply organisational guidelines and legal requirements on disclosure and confidentiality		3	1	2
	PC22.identify and obtain clarity regarding organisational, team and own goals		3	1	2
	PC23.prioritise tasks at work as per organisational, team and own goals		5	2	3
	PC24.plan to meet team performance targets and standards		4	2	2
	PC25.monitor own and team performance as per agreed plan		3	1	2
	PC26.share all relevant information with stakeholders in agreed formats and as per agreed timelines		3	1	2
	PC27.work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes		4	2	2
	PC28.recognise, avoid and/or address any conflict of interest		3	1	2
	PC29.use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours		3	1	2
	PC30.recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy		3	1	2
		<b>Total</b>	<b>100</b>	<b>36</b>	<b>64</b>
MEP/N9911 Apply health and safety practices applicable in a training and assessment environment	PC1.promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements	<b>100</b>	6	3	3
	PC2.identify, control and report health and safety issues relating to immediate work environment according to procedures		6	2	4
	PC3.work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required		5	1	4



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PC4.document safety records according to organisational policies	5	2	3
PC5.recognise health and safety related hazards in the training and assessment area	5	1	4
PC6.follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	6	2	4
PC7.document and report all hazards, accidents and near-miss incidents as per set process	6	2	4
PC8.provide guidance and support to learners on the safe use and care of equipment and resources	5	2	3
PC9.conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines	5	1	4
PC10.take appropriate steps, if required, to maintain personal safety of self and others	5	2	3
PC11.maintain the training and assessment area in a clean and tidy condition	5	1	4
PC12.respond appropriately to learners who require assistance with personal care or hygiene	5	1	4
PC13.ensure all learners or candidates follow personal hygiene and grooming standards as required	5	1	4
PC14.provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses	6	2	4
PC15.assist learners in need of minor first aid in accordance with school or centre procedures	5	1	4
PC16.recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility	5	2	3
PC17.follow emergency procedures correctly in accordance with school/centre procedures	5	1	4
PC18.seek assistance promptly from colleagues and/or other authorities where appropriate	5	1	4

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	PC19.report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms		5	2	3
		<b>Total</b>	<b>100</b>	<b>30</b>	<b>70</b>

<b>Outcomes to be assessed/NOSs to be assessed</b>	<b>Assessment criteria for the outcome</b>
Provided in the above section	
<b>Means of assessment 1</b>	
<b>Means of assessment 2</b> Add boxes as required.	
<b>Pass/Fail</b>	

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**SECTION 2**

**25. EVIDENCE OF LEVEL**

**OPTION A**

Title/Name of qualification/component:		Level:	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process			
Professional knowledge			
Professional skill			
Core skill			
Responsibility			

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### OPTION B

Title/Name of qualification/component: Assessment Designer			Level: 6
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<p><b><u>Practice in broad range of activity involving standard and non-standard practices:</u></b></p> <ul style="list-style-type: none"> <li>• establish standard parameters that are important to ensure assessment effectiveness</li> <li>• identify the data and information required and access sources of information</li> <li>• analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected</li> <li>• cross-check findings where possible by comparing with the results from different evaluation sources</li> <li>• develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected</li> <li>• identify factors affecting performance and suggest possible improvements or alternatives to the assessment program</li> <li>• observe an assessment session in progress and gather evidence of achievement of occupational standard as</li> </ul>	<p>As mentioned in the various performance criteria mentioned in the previous cell, the Assessments Designer works with wide range of specialised technical skill, having clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.</p> <p>Hence NSQF Level is 6</p>	6

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Title/Name of qualification/component: Assessment Designer			Level: 6
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>well as evidence of non-achievement of performance standard as the case may be</p> <ul style="list-style-type: none"> <li>• observe all assessments tasks (pre-assessment, during assessment and post assessment)</li> <li>• discuss observations with the assessor after training session and validate the observations</li> <li>• obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors</li> <li>• interview the assessors to obtain information about the problems they face</li> <li>• identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment</li> <li>• independently review assessor's decisions and evidences in line with the pre-determined standard of performance</li> <li>• identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessor's decisions and evidences</li> <li>• check that the decisions have been fair and consistent across all assessors and</li> </ul>		

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	<p>assessment centres allocated</p> <ul style="list-style-type: none"> <li>• deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation</li> <li>• provide recommendation for decisions where the evaluation suggests that a change of decision is required</li> <li>• identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor</li> <li>• identify various methods that are best suited for the training needs</li> <li>• list available learning and development resources and constraints</li> <li>• select the methods best suited for the training needs that can be applied within the available resources and constraints</li> <li>• prepare a training plan and schedule that fits in the assessor's schedule without disrupting the work</li> <li>• conduct formative assessment of learning by using appropriate methods such as mock-assessment or on-the-job observation or studying video recordings of trainers, etc.</li> <li>• monitor and document learner progress to</li> </ul>		

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	<p>ensure outcomes are being achieved and individual learner needs are being met</p> <ul style="list-style-type: none"> <li>• make adjustments to the delivery sessions to reflect specific needs and circumstances</li> <li>• provide additional assistance to individual assessors as required to achieve session outcomes</li> <li>• manage inappropriate behaviour to ensure that learning can take place</li> <li>• conduct each session according to the session plan, modified where appropriate to meet learner needs</li> <li>• use the diversity of the group as another resource to support learning</li> <li>• deliver training using a range of training processes such as delivering information, explanation, demonstration, interaction, learner practice and consolidation to optimise learner experiences</li> <li>• apply facilitation skills to ensure effective participation and group management</li> </ul>		
Professional knowledge	<p><b><u>Factual and theoretical knowledge in broad contexts within a field of work or study:</u></b></p> <ul style="list-style-type: none"> <li>• competency-based assessment, including: Technical and vocational education and training as a competency based system;</li> </ul>	As mentioned in the various knowledge and understanding criteria mentioned in the previous cell, the Assessments Designer requires factual and theoretical knowledge in broad contexts within a field of work or study.	6



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	<p>NOS as the basis of qualifications; the Principles of Assessment; the Rules of Evidence; criterion referenced assessment as distinct from norm-referenced assessment; reporting of competency based assessment</p> <ul style="list-style-type: none"> <li>• how to conduct assessor training needs identification and tools for it</li> <li>• assessor competencies, occupational standards and performance criteria</li> <li>• possible sources of information for identifying assessor development requirements</li> </ul> <p>Possible sources of information: student feedback forms; on-site observation; assessment results documentation and evidences collected; assessor feedback; audit results; placement records; interviews with potential and actual employers of students from the centre; etc.</p> <ul style="list-style-type: none"> <li>• parameters that are important to ensure assessment effectiveness</li> </ul> <p>Possible parameters: Student experience, adherence to schedule, process adherence, feedback from students; quality of decisions, quality of evidences, handling of evidences, feedback from training</p>	Hence NSQF Level is 6	

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	<p>provider, turn around time of posting results, quality of assessment tools, appropriateness of assessment methods selected; adherence to Health and Safety standards; Productivity of assessor; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.</p> <ul style="list-style-type: none"> <li>• methods and techniques to systematically monitor assessment practice Methods and Techniques: how effectively and accurately the designated Occupational Standards or competencies are being interpreted by assessors as the benchmarks for assessment; how the Principles of Assessment are being applied in assessment practice; assessors' application of assessment instruments and tools; how the Rules of Evidence are being applied in gathering evidence; whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system; whether stakeholder and organisational, legal and ethical requirements are being met</li> <li>• different types of assessment tools, what</li> </ul>		

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	<p>tools work for what types of evidence, what are the characteristics of well-constructed assessment tools</p> <ul style="list-style-type: none"> <li>• how to interpret and apply the Principles of Assessment – Fairness; Flexibility; Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential; Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater) and how they guide assessment, validation, appeals processes</li> <li>• how to interpret and apply the Rules of Evidence - Validity ;Sufficiency; Authenticity; Currency;</li> <li>• principles of reasonable adjustment</li> <li>• assessment strategies and assessment plans and their components</li> <li>• applications of technology to improve or assist in quality assessment</li> <li>• roles and responsibilities of assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process</li> <li>• organisational and ethical responsibilities associated with the assessment system, including - maintaining client privacy and confidentiality; providing accurate</li> </ul>		

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	<p>information; duty of care under common law; compliance with stakeholder and legal requirements</p> <ul style="list-style-type: none"> <li>• copyright and privacy laws, including the use of electronic technology.</li> <li>• different types of assessment methods, including suitability for collecting various types of evidence,</li> <li>• organisation’s system policies and procedures</li> <li>• organizational record-management systems and reporting requirements</li> <li>• health, safety and environment issues relating to delivery of competency based training</li> <li>• work area inspection procedures and practices</li> <li>• waste and dangerous materials disposal procedures and practices</li> <li>• procedures for the recording, reporting and maintenance of workplace equipment</li> <li>• health Safety and Environment practices including the appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron, Safe use of tools and equipment, taking action and reporting hazardous events,</li> </ul>		

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	<p>Communication protocols for reporting risks and hazardous events</p> <ul style="list-style-type: none"> <li>• relevant Occupational Health and Safety regulations</li> <li>• relevant statutory legislation</li> <li>• relevant enterprise/site safety procedures</li> <li>• enterprise /site emergency procedures and techniques</li> <li>• environmental legislation</li> <li>• how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives</li> <li>• how to determine personal development needs</li> <li>• importance of continuous learning and developing professional development plan</li> <li>• development opportunities to support continuous learning and maintain currency of professional practice</li> <li>• developments and trends impacting on professional practice</li> <li>• importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance</li> <li>• perform tasks to the required workplace standard</li> </ul>		

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	<ul style="list-style-type: none"> <li>importance of discipline and ethics in a professional workplace</li> <li>importance of recognising unethical conduct and reporting to appropriate authority</li> <li>guidelines and legal requirements on disclosure and confidentiality</li> <li>importance of collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes</li> <li>how to recognise, avoid and/or address any conflict of interest</li> <li>how to manage inappropriate behaviour such as violent or inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions</li> </ul>		
Professional skill	<p><b><u>Range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study:</u></b></p>	As mentioned in the various performance criteria mentioned in the previous cell, the Assessments Designer is able to perform a range of cognitive and practical skills required to generate solutions	6

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	<ul style="list-style-type: none"> <li>• establish standard parameters that are important to ensure assessment effectiveness</li> <li>• identify the data and information required and access sources of information</li> <li>• analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected</li> <li>• cross-check findings where possible by comparing with the results from different evaluation sources</li> <li>• develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected</li> <li>• identify factors affecting performance and suggest possible improvements or alternatives to the assessment program</li> <li>• 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</li> <li>• observe all assessments tasks (pre-assessment, during assessment and post assessment)</li> </ul>	<p>to specific problems in a field of work or study.</p> <p>Hence NSQF Level is 6</p>	

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NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>• discuss observations with the assessor after training session and validate the observations</li> <li>• obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors</li> <li>• interview the assessors to obtain information about the problems they face</li> <li>• identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment</li> <li>• independently review assessor's decisions and evidences in line with the pre-determined standard of performance</li> <li>• identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessor's decisions and evidences</li> <li>• check that the decisions have been fair and consistent across all assessors and assessment centres allocated</li> <li>• deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation</li> </ul>		



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	<ul style="list-style-type: none"> <li>• provide recommendation for decisions where the evaluation suggests that a change of decision is required</li> <li>• identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor</li> <li>• identify various methods that are best suited for the training needs</li> <li>• list available learning and development resources and constraints</li> <li>• select the methods best suited for the training needs that can be applied within the available resources and constraints</li> <li>• prepare a training plan and schedule that fits in the assessor's schedule without disrupting the work</li> <li>• conduct formative assessment of learning by using appropriate methods such as mock-assessment or on-the-job observation or studying video recordings of trainers, etc.</li> <li>• monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met</li> <li>• make adjustments to the delivery sessions to reflect specific needs and circumstances</li> <li>• provide additional assistance to individual</li> </ul>		

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	<p>assessors as required to achieve session outcomes</p> <ul style="list-style-type: none"> <li>• manage inappropriate behaviour to ensure that learning can take place</li> <li>• conduct each session according to the session plan, modified where appropriate to meet learner needs</li> <li>• use the diversity of the group as another resource to support learning</li> <li>• deliver training using a range of training processes such as delivering information, explanation, demonstration, interaction, learner practice and consolidation to optimise learner experiences</li> <li>• apply facilitation skills to ensure effective participation and group management</li> </ul>		
Core skill	<p><b><u>Understanding of social, political</u></b></p> <ul style="list-style-type: none"> <li>• establish standard parameters that are important to ensure assessment effectiveness</li> <li>• interview the assessors to obtain information about the problems they face</li> <li>• identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment</li> </ul>	<p>As mentioned in the various performance criteria &amp; Knowledge criteria mentioned in the beginning points in the previous cell, the Assessments Designer requires good understanding of social, political environment and needs to be reasonably good in data collecting organising information, and logical communication.</p> <p>Hence NSQF Level is 6</p>	6

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	<ul style="list-style-type: none"> <li>• study profile of assessor candidates coming for training to identify special training requirements if any</li> <li>• manage inappropriate behaviour to ensure that learning can take place</li> <li>• create and maintain a positive learning environment</li> <li>• maintain professional relationships with learners and manage learner behaviour to maintain a positive learning environment</li> <li>• display appropriate professional appearance for the workplace</li> <li>• interact with the learner and all stakeholders in a Professional manner</li> <li>• research developments and trends impacting on professional practice and integrate information into work performance</li> <li>• protect the rights of the client/candidate/learner when delivering services</li> <li>• ensure services are delivered equally to all clients/candidates/learners regardless of personal and cultural beliefs</li> <li>• recognise potential ethical issues in the workplace and discuss with an appropriate person</li> </ul>		

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	<ul style="list-style-type: none"> <li>recognise unethical conduct and report to an appropriate person</li> <li>operate within an agreed ethical code of practice and ethics</li> <li>apply organisational guidelines and legal requirements on disclosure and confidentiality</li> <li>plan and undertake work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes</li> <li>use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours</li> <li>manage inappropriate behaviour such as violent or inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions.</li> <li>promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter</li> </ul>		

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	<p>the workplace, in accordance with duty of care requirements</p> <p><b><u>Reasonably good in data collecting organising information, and logical communication:</u></b></p> <ul style="list-style-type: none"> <li>• establish standard parameters that are important to ensure assessment effectiveness</li> <li>• identify the data and information required and access sources of information</li> <li>• arrange workplace visits and meetings and access to performance data and information</li> <li>• collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation</li> <li>• identify and record potentially useful and relevant information that is not identified in the evaluation plan</li> <li>• analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected</li> <li>• cross-check findings where possible by comparing with the results from different</li> </ul>		

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	<p>evaluation sources</p> <ul style="list-style-type: none"> <li>• develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected</li> <li>• document areas or aspects of assessments that are satisfactory and those requiring improvement</li> <li>• identify factors affecting performance and suggest possible improvements or alternatives to the assessment program</li> <li>• obtain competencies, occupational standards and performance criteria for assessors</li> <li>• share occupational standards and performance criteria with assessors and resolve related queries</li> <li>• obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated</li> <li>• create and share own schedule of sample observation visits with administration and respective assessors in advance</li> <li>• observe an assessment session in progress and gather evidence of achievement of occupational standard as</li> </ul>		

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	<p>well as evidence of non-achievement of performance standard as the case may be</p> <ul style="list-style-type: none"> <li>• observe all assessments tasks (pre-assessment, during assessment and post assessment)</li> <li>• discuss observations with the assessor after training session and validate the observations</li> <li>• obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors</li> <li>• interview the assessors to obtain information about the problems they face</li> <li>• identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment</li> <li>• document results of assessor performance evaluation in prescribed format</li> <li>• select a sample of assessments for evaluation along with their evidences</li> <li>• 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</li> </ul>		

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	<p>assessors as a problem case</p> <ul style="list-style-type: none"> <li>independently review assessor's decisions and evidences in line with the pre-determined standard of performance</li> <li>identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessor's decisions and evidences</li> <li>check that the decisions have been fair and consistent across all assessors and assessment centres allocated</li> <li>deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation</li> <li>provide recommendation for decisions where the evaluation suggests that a change of decision is required</li> <li>document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person</li> <li>ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time</li> <li>document recommendations to stakeholders on areas of possible</li> </ul>		



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	<p>improvement in the prescribed format</p> <ul style="list-style-type: none"> <li>• present the recommendations in person to stakeholders</li> <li>• identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor</li> <li>• identify various methods that are best suited for the training needs</li> <li>• list available learning and development resources and constraints</li> <li>• select the methods best suited for the training needs that can be applied within the available resources and constraints</li> <li>• prepare a training plan and schedule that fits in the assessor’s schedule without disrupting the work</li> <li>• develop training material taking help from content development team</li> <li>• share the training plan and schedule with all stakeholders</li> <li>• prepare and implement a monitoring plan to ensure all assessors undergo the development plan</li> <li>• receive calendar for assessor training from authorised source</li> <li>• confirm availability to the organisers for the training session</li> </ul>		

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	<ul style="list-style-type: none"> <li>study profile of assessor candidates coming for training to identify special training requirements if any</li> <li>prepare session plan using the occupational standards and training materials provided by authorised source</li> <li>maintain and store learner records according to organisational requirements</li> <li>collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled</li> <li>complete learner records accurately and submit or process and in the required timeframes</li> <li>Send all records to the relevant personnel for record keeping and MIS as per the procedure established for the same</li> </ul>		
Responsibility	<p><b><u>Responsibility for own work and learning and full responsibility for other's works and learning:</u></b></p> <ul style="list-style-type: none"> <li>establish standard parameters that are important to ensure assessment effectiveness</li> <li>identify the data and information required and access sources of information</li> </ul>	<p>As mentioned in the various performance criteria mentioned in the previous cell, the Assessments Designer takes responsibility for own work and learning and full responsibility for other assessor's works and learning.</p> <p>Hence NSQF Level is 6</p>	6

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	<ul style="list-style-type: none"> <li>• arrange workplace visits and meetings and access to performance data and information</li> <li>• collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation</li> <li>• identify and record potentially useful and relevant information that is not identified in the evaluation plan</li> <li>• analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected</li> <li>• cross-check findings where possible by comparing with the results from different evaluation sources</li> <li>• develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected</li> <li>• document areas or aspects of assessments that are satisfactory and those requiring improvement</li> <li>• identify factors affecting performance and suggest possible improvements or alternatives to the assessment program</li> </ul>		

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	<ul style="list-style-type: none"> <li>• obtain competencies, occupational standards and performance criteria for assessors</li> <li>• share occupational standards and performance criteria with assessors and resolve related queries</li> <li>• obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated</li> <li>• create and share own schedule of sample observation visits with administration and respective assessors in advance</li> <li>• 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</li> <li>• observe all assessments tasks (pre-assessment, during assessment and post assessment)</li> <li>• discuss observations with the assessor after training session and validate the observations</li> <li>• obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors</li> </ul>		

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	<ul style="list-style-type: none"> <li>interview the assessors to obtain information about the problems they face</li> <li>identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment</li> <li>document results of assessor performance evaluation in prescribed format</li> <li>select a sample of assessments for evaluation along with their evidences</li> <li>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</li> <li>independently review assessor's decisions and evidences in line with the pre-determined standard of performance</li> <li>Identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessor's decisions and evidences</li> <li>check that the decisions have been fair and consistent across all assessors and assessment centres allocated</li> </ul>		

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Title/Name of qualification/component: Assessment Designer			Level: 6
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation</li> <li>provide recommendation for decisions where the evaluation suggests that a change of decision is required</li> <li>document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person</li> <li>ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time</li> <li>document recommendations to stakeholders on areas of possible improvement in the prescribed format</li> <li>present the recommendations in person to stakeholders</li> <li>identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor</li> <li>identify various methods that are best suited for the training needs</li> <li>list available learning and development resources and constraints</li> <li>select the methods best suited for the</li> </ul>		

**NSQC QUALIFICATION FILE**

Approved in 22<sup>nd</sup> NSQC Meeting, 19<sup>th</sup> December 2018

Title/Name of qualification/component: <b>Assessment Designer</b>			Level: <b>6</b>
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>training needs that can be applied within the available resources and constraints</p> <ul style="list-style-type: none"> <li>• prepare a training plan and schedule that fits in the assessor’s schedule without disrupting the work</li> <li>• develop training material taking help from content development team</li> <li>• share the training plan and schedule with all stakeholders</li> <li>• prepare and implement a monitoring plan to ensure all assessors undergo the development plan</li> <li>• receive calendar for assessor training from authorised source</li> <li>• confirm availability to the organisers for the training session</li> <li>• study profile of assessor candidates coming for training to identify special training requirements if any</li> <li>• prepare session plan using the occupational standards and training materials provided by authorised source</li> <li>• undergo training from authorised person for learning the train the assessor program details</li> <li>• facilitate assessor training program as per the program design provided</li> </ul>		

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Title/Name of qualification/component: <b>Assessment Designer</b>			Level: <b>6</b>
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>• conduct formative assessment of learning by using appropriate methods such as mock-assessment or on-the-job observation or studying video recordings of trainers, etc.</li> <li>• monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met</li> <li>• make adjustments to the delivery sessions to reflect specific needs and circumstances</li> <li>• provide additional assistance to individual assessors as required to achieve session outcomes</li> <li>• manage inappropriate behaviour to ensure that learning can take place</li> <li>• maintain and store learner records according to organisational requirements</li> <li>• collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled</li> <li>• ensure that training equipment and tools are used and left in good condition</li> <li>• complete learner records accurately and submit or process and in the required timeframes</li> <li>• Send all records to the relevant personnel for record keeping and MIS as per the</li> </ul>		



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Title/Name of qualification/component: Assessment Designer			Level: 6
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>procedure established for the same</p> <ul style="list-style-type: none"> <li>• develop personal and professional goals and objectives</li> <li>• identify strengths and weaknesses in relation to goals and objectives</li> <li>• evaluate own capacity to meet goals and objectives</li> <li>• determine personal development needs in order to perform role as per desired standards</li> <li>• develop a professional development plan to enhance professional capabilities</li> <li>• document a professional practice plan designed to support the achievement of goals</li> <li>• select and implement development opportunities to support continuous learning and maintain currency of professional practice</li> <li>• research developments and trends impacting on professional practice and integrate information into work performance</li> <li>• invite peers and others to observe, and provide feedback, on own training and assessment practices</li> <li>• use feedback from colleagues and clients</li> </ul>		

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Title/Name of qualification/component: Assessment Designer		Level: 6	
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>to identify and introduce, improvements in work performance</p> <ul style="list-style-type: none"><li>• perform tasks to the required workplace standard</li><li>• complete duties accurately, systematically and within required timeframes</li><li>• follow organisational policies</li></ul>		

**SECTION 3**

**EVIDENCE OF NEED**

26	<p><b>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</b></p> <p><b>As mentioned in the survey report by ILO - Supporting Quality Teaching, Training and Assessing for Skills Development: India March 2014 – “The target of skilling 500 million people by 2020 poses several system level challenges for India as the reform agenda unfolds. The supply of quality teachers and assessors falls significantly short of the growing demand for skills training and assessment. For example, the ‘Report of the Working Group on Skill Development and Training’ (XIIth 5 Year Plan, 2011) notes that “the present instructor training capacity of the country is only 1600, which the current requirement is around 70,000, with an additional annual requirement of around 20,000.” Apart from this there are key roles such as Training co-ordinators, training centre managers, instructional designers, Assessment tools developers and demonstrator cum instructors which will also be required for each training provider or assessing body. At present there are no training qualifications available in the country for such roles.</b></p> <p>The government, in the National Policy for Skill Development and Entrepreneurship 2015 has emphasized on the need to undertake skilling in India at scale with speed, standard (quality) and sustainability. As per the National Skill Policy 2015 there is a requirement to train 400 million people with skills by the year 2022. Over 16,600 PMKVY Centres; over 10,300 ITIs and ITCs out of which many are undergoing conversion under PPP modes of operations as well as SSC approved Training Centres and Assessing Bodies not only require trained trainers and assessors but also key staff such as Instructional designers, Training centre managers, Training co-ordinators, Lab instructors cum trainers, course counsellors cum mobilizers as well as placement co-ordinators. Success on delivering the skill training targets of the country depend on all these roles performing well. However currently there are no NSQF aligned or nationally recognised training courses for any of these roles except the ISTD Diploma, which is a general course for all and does not cover the practical aspect.</p> <p>These qualifications are applicable to corporate training centres as well. <b>Information received from 20 industry members regarding need and uptake for qualification. Please find attached the excel. Validations for this QP received from various companies across the</b></p>
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	<b>country.</b> <b>Small: 24</b> <b>Medium: 11</b> <b>Large: 13</b> <b>Total:48</b>
27	<b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences</b>  Ministry of Skill Development and Entrepreneurship
28	<b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b> All the existing trainer qualifications in the NQR are sector specific and do not cater to the entire skill training delivery related skill set that will be required to be competent trainer. Other existing courses in the country are not NSQF aligned. Hence it is a unique qualification.
29	<b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</b> <ul style="list-style-type: none"><li>• Agencies have been appointed by the SSC to interact with training providers to gather feedback in implementation.</li><li>• Monitoring of results of assessments</li><li>• Employer feedback will be sought post-placement</li><li>• A formal review is scheduled in two-year time i.e. 2020</li></ul>

Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

### **SECTION 4**

#### **EVIDENCE OF PROGRESSION**

30	<b>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other</b>
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	<p><b>qualifications in this sector?</b></p> <p><b>Show the career map here to reflect the clear progression</b></p> <ol style="list-style-type: none"> <li>1. Have discuss the growth trajectory within each occupation after studying organisational charts of various industry players as well taking feedback from Industry member through focused group discussions and workshops.</li> <li>2. Exploring various lateral career opportunities for the discussed qualification</li> <li>3. Ensuring that there is a clear role up in terms of performance criteria qualification experience and skill requirement from lower NSQF Level to higher levels in the hierarchy.</li> </ol> <p>Please refer to attached career path provided in the occupational map as per annexure 2 which clearly defines the career path.</p>
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Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

