Contents

What are Occupational Standards(OS)?

➢ OS describe what individuals need to do, know and understand in

   order to carry out a particular job role or function

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

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Introduction

Qualifications Pack- Trainer

SECTOR: MANAGEMENT & ENTERPRENEURSHIP AND PROFESSIONAL SKILLS COUNCIL
SUB-SECTOR: Training

OCCUPATION: Trainer

REFERENCE ID: MEP/Q0102

ALIGNED TO: NCO-2004/ NIL

Brief Job Description: Trainers deliver accredited training services in the training and vocational education and training sector. They deliver training in an industry area or area of subject matter expertise in a range of contexts in accordance with scope of their certification by the relevant Sector Skills Council. Training may be delivered in a class room in the facilities of a training organization or in the workplace.

Personal Attributes An aptitude for training-related work; strong interpersonal skills, the ability to work as part of a team; a passion for quality and for developing others; well-organized and focused, eager to learn and update knowledge.

Qualifications Pack Code	MEP/Q0102		
Job Role	**Trainer**		
Credits(NSQF)	TBD	**Version number**	<mark>1.0</mark>
Sector	Management & Entrepreneurship and Professional Skills Council	**Drafted on**	18/12/2014
Sub-sector	Training & Assessment	**Last reviewed on**	19/12/2014
Occupation	**Trainer**	**Next review date**	19/12/2016

Job Role	Trainer
Role Description	Trainers deliver accredited training services in the training and vocational education and training (VET) sector.
NSQF level	5
Minimum Educational Qualifications*	Year 10 or equivalent standard in literacy and numeracy
Maximum Educational Qualifications*	Not Applicable
Training (Suggested but not mandatory)	As per the standards set by relevant SSC to practice in different industry sectors
Experience	As per the standards set by relevant SSC to practice in different industry sectors.
Applicable National Occupational Standards (NOS)	**Compulsory:** 1. MEP/N0101 Work effectively within Indian sector 2. MEP/N0102 Maintain and enhance professional practice and technical competency 3. MEP/N0103 Deliver competency based training 4. MEP/N0104 Support and coach learners
Performance Criteria	As described in the relevant OS units

Keywords /Terms	Description
Assessment	The process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise occupational standard of a Qualification Pack..
Assessment Methods	The particular technique/s used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.
Assessment System	A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair, valid and reliable, and may include: grievances and appeals process, validation systems and processes, reporting/recording arrangements, acquisition of physical and human resources, administrative procedures, roles and responsibilities, partnership arrangements, quality assurance mechanisms, risk management strategies, and documented assessment processes.
Assessor	An assessor means an individual or organization responsible for the assessment of NOS in accordance with the National Skills Qualifications Framework.
Client	A person (learner/candidate) or an organization, that uses or purchases training and/or assessment services.
Code	The unique alpha-numeric identifier allocated to the NOS and QPs
Competency	Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Competency based assessment	Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating to stakeholders, information on candidate development against industry National Occupational Standards (NOS) and/or learning outcomes.
Contingency Management Skills	One of the four dimensions of competency. These skills involve the requirement to respond to irregularities and breakdowns in routine.
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS , these include communication related skills that are applicable to most job roles
Credit	The value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications which reduces the amount of learning required to achieve a qualification.
Credit Transfer	A process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications

Currency in practice	Keeping up-to-date with the technical area of work which is the focus/subject area of delivery/assessment and keeping up-to-date as a trainer/VET practitioner/VET professional with developments in training/assessment/VET practice.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Dimensions of Competency	Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.
Elements	Elements of a NOS that describe actions or outcomes which are demonstrable and assessable.
Entry Requirements	Specified prior knowledge, skill, and experience, expressed in terms of competency, and may include licensing or industry recognised standards. Where entry requirements are identified, these are mandatory.
Evidence	Information gathered to support a judgement of competence against the specifications of the relevant unit or units of NOS.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of NOS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Job/Role Environment Skills	One of the four dimensions of competency. These skills involve demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.
Knowledge	Conceptual and procedural forms of knowledge and the depositions (the values and attitudes) that underpin them. Conceptual knowledge comprises facts, information, propositions, assertions and concepts that range in levels of increasing complexity. Procedural knowledge comprises techniques, skills and the ability to secure goals.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard
Language, Literacy and Numeracy (LLN)	Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of contexts, and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.
National Occupational Standards (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
National Skills Qualification Framework (NSQF)	The policy framework that defines all qualifications recognized nationally in post-compulsory education and training in India.

National Skills Qualification Framework Alignment	Alignment to the National Skills Quality Framework: (NSQF): occurs when a group of NOS within a QP are a viable NSQF level (in line with the guidance provided in the current National Skills Quality Framework notification and National Skill Development Agency guidance)
Occupation	Occupation is a set of job roles, which perform similar/related set of Functions in an industry.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve When carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Organizational Context	Organizational Context includes the way the organization is structured And how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard Of performance required when carrying out a task.
Qualifications Pack (QP)	Qualifications Pack comprises the set of OS, together with the Educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Recognition of Prior Learning (RPL)	An assessment process that involves assessment of the individual's Relevant prior learning to determine the credit outcomes of an individual application for credit.
Rules of evidence:	Closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and Current.
Sector	Sector is a conglomeration of different business operations having similar Businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sector Skills Councils (SSCs)	National bodies contracted by the NSDC to develop and maintain NOS And QPs specific to the industry area(s) for which they have coverage and to accredit training affiliates and assessment bodies.
Skills	An ability to perform a particular activity which may be developed by Training or practice which may be intellectual, manual, motor, perceptual, social. Specified skills are identified as part of each NOS and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.
Sub-functions	Sub-functions are sub-activities essential to fulfill the achieving the Objectives of the function.
Sub-sector	Sub-sector is derived from a further breakdown based on the Characteristics and interests of its components.
Task Management Skills	One of the four dimensions of competency. These skills involve Demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment.
Task Skills	One of the four dimensions of competency. These skills encompass the Ability to perform individual tasks.
Technical and Vocational Education and Training (TVET)	The sector responsible for developing the skills and knowledge of individuals for work. It includes TVET undertaken in industries, Enterprises, government agencies, and community and school settings.

Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish Specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for an Occupational Standard , which is Denoted by an 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent Should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain Areas or the client industries served by the industry. In the column "
Vocational Competency	Broad industry knowledge and experience, usually combined with a Relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the sector.

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to work effectively within sector

Unit Code	MEP/N0101
Unit Title (Task)	**Work effectively within sector**
Description	This unit specifies the performance outcomes, skills and knowledge required to work effectively within Indian sector
Scope	This unit is common to many job roles in the Indian skills system. The unit covers sector requirements to: • Work within the Indian skills system • Work within the organization's quality framework • Manage work and work relationships and work effectively in the workplace • Apply a client focused approach • Work ethically • Apply Health, Safety and Environment (HSE) practices in a training / assessment environment

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

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

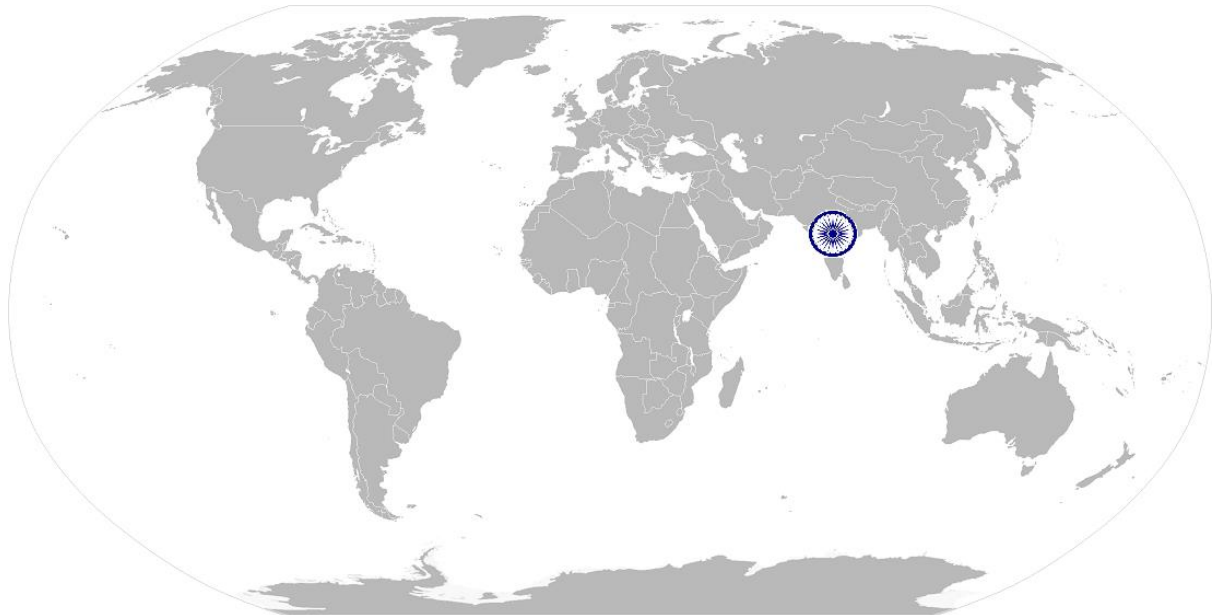|	PC15.	Demonstrate awareness of personal values and attitudes to ensure non-judgemental practice
	PC16.	Recognise, avoid and/or address any conflict of interest
6. Apply HSE practices in a training / assessment environment	PC17.	Promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements
	PC18.	Identify, control and report HSE issues relating to immediate work environment according to procedures
	PC19.	Work safely and apply HSE practices in the training environment including using appropriate personal protective equipment (PPE) where required
	PC20.	Follow emergency response procedures
	PC21.	Document safety records according to organisational policies.

Knowledge and Understanding (K)

A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand:
	KA1. Organisation's quality assurance, policies and procedures such as:
	   a. enrolment and induction/orientation
	   b. complaints, grievances and appeals
	   c. assessment, including skills recognition, pre- assessment and appeals
	   d. training support requirements, for example, language, literacy, numeracy and disability needs
	   e. fees
	   f. access and equity
	   g. welfare and guidance
	   h. issuance of qualifications
	   i. risk management
	   j. continuous improvement
	   k. Health Safety and Environment (HSE)
	   l. staff disciplinary procedures
	   m. financial and records management
	   n. management processes for learning resources and learning materials
	   o. recruitment and induction of personnel
	   p. staff qualifications
	KA2. the training and/or assessment organisation's systems, policies and procedures
	KA3. relevant vocational education and training terminology appropriate to the work role
	KA4. the diversity of clients, client needs, client expectations for technical and vocational education and training services
	KA5. Organisation procedures relating to:
	   • how to report and minimise risks
	   • dealing with conflict and poor working relationships
	   • resource usage and financial responsibility
	   • established communications systems and protocols
	   • workplace safety and risk management
	KA6. techniques of effective time management, workload management and contingency management

	KA7. Organisational performance standards and timeframes
	KA8. Purpose of quality assurance and quality improvement practice and processes by which improvements to protocols, guidelines, programmes, services and organisational systems/requirements should be reported
B. Technical Knowledge	The user/individual on the job needs to know and understand:

B. Technical Knowledge

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

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

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

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

KB4. Equity, social inclusion and anti-discrimination policy

KB5. Industry national occupational standards relevant to area

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

KB7. The principles of competency-based training and assessment, for example:
    a. National Occupational Standards define performance outcomes, applied knowledge and skills needed for work
    b. National Occupational Standards form the basis for teaching and learning and training delivery in recognised TVET
    c. learning is outcomes focused not inputs driven
    d. National Occupational Standards establish requirements for assessment
    e. assessment is criterion referenced/not norm referenced
    f. assessment is reported as competent/not yet competent
    g. National Occupational Standards are industry defined and have a national focus

KB8. Ethical practice such as:
    a. Distinction between ethical and legal problems
    b. Importance of ethics in practice
    c. Principles and practices for upholding the rights of the client
    d. Principles and practices of confidentiality
    e. Relevant standards and codes of practice in the sector
    f. Rights and responsibilities of clients
    g. Rights and responsibilities of workers
    h. Specific principles underpinning duty of care and associated legal requirements
    i. Strategies for addressing common ethical issues
    j. Principles of ethical decision-making
    k. Reporting mechanisms for suspected unethical conduct

KB9. Health Safety and Environment practices including
    a. The appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron
    b. Safe use of tools and equipment
    c. Taking action and reporting hazardous events
    d. Communication protocols for reporting risks and hazardous events
    e. Organisational job roles, responsibilities and compliance accountabilities

Skills (S)		
A. **Core Skills/ Generic Skills**	**Writing Skills**	
	The user/ individual on the job needs demonstrate ability to: SA1. write documents for a range of vocational education and training audiences and purposes SA2. report hazardous events and risks	
	Reading Skills	
	The user/individual on the job needs: SA3. language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts	
	Oral Communication (Listening and Speaking skills)	
	The user/individual on the job needs to demonstrate how to: SA1. communicate with personnel across all levels of the organisation and with clients SA2. understand and use vocabulary and terminology specific to the vocational education and training environment SA3. actively listen and summarise key points, make evaluative judgements and articulate verbally to a client or colleague SA4. facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems SA5. work effectively as a team member to cultivate collaborative and participative work relationships	
	Technology skills	
	The user/individual on the job needs to demonstrate how to: SA6. Use computer hardware and relevant software SA7. Use office/business equipment SA8. Use the appropriate personal protective equipment (PPE) SA9. Operate and use tools and equipment properly as per Standard Operating Procedures (Company standards).	

B. **Professional Skills**	**Decision Making**	
	The user/individual on the job needs to demonstrate : SB1. How to identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines and apply to own work SB2. Respond quickly and to take safety precautions for different hazardous situations.	
	Plan and Organize	
	The user/individual on the job needs to demonstrate : SB1. How to plan and organise own work SB2. How to manage work and work relationships	
	Customer Centricity	
	The user/individual on the job needs demonstrate: SB3. How to identify and meet client and student needs	

	Problem Solving

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

	Analytical Thinking
	The user/individual on the job needs to demonstrate : SB6. N/A
	Critical Thinking
	The user/individual on the job needs to demonstrate : SB7. N/A

NOS Version Control

NOS Code	MEP/N0101		
Credits (NSQF)	TBD	Version number	1.0
Industry	Management & Entrepreneurship and Professional Skills Council	Drafted on	18/12/2014
Industry Sub-sector	Training & Assessment	Last reviewed on	19/12/2014
Occupation	Trainer	Next review date	19/12/2016

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to maintain and enhance professional practice and technical competency

Unit Code	MEP/N0102
Unit Title (Task)	**Maintain and enhance professional practice and technical competency**
Description	This unit specifies the performance outcomes, skills and knowledge required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.
Scope	Application of this unit should be contextualized to reflect specific workplace requirements and practices. The unit covers sector requirements to: • Model high standards of performance • Determine professional development needs and prepare development plan • Participate in professional development and up skilling activities. • Reflect on and evaluate professional practice

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

Element	Performance Criteria
1. Model high standards of performance	PC1. Perform consistently in accordance with the organization's goals and objectives and organizational/professional codes of conduct PC2. Demonstrate behaviors that promote professionalism in the learning environment PC3. Reflect individual responsibilities and accountabilities in work goals and plans in accordance with organizational and legal requirements. PC4. Apply ethical and inclusive practices in professional practice
2. Determine professional development needs and prepare development plan	PC5. Receive feedback on own performance at different levels PC6. Use feedback from colleagues and clients to identify personal learning needs and areas of professional development. PC7. Research industry and skills sector trends and skill needs to identify personal development needs according to career goals. PC8. Prepare a personal development plan in consultation with relevant colleagues and associates.
3. Participate in professional development and up skilling activities.	PC9. Identify and pursue development opportunities to support continuous learning and maintain currency of professional practice. PC10. Participate in formal and informal professional networks to support continuous learning. PC11. Undertake training and assessment to achieve relevant identified competencies in line with personal development plan.
4. Reflect on and evaluate professional practice	PC12. Research developments and trends impacting on professional practice and integrate into work performance PC13. Use feedback from colleagues/clients to identify and introduce continuous improvements in work performance

	PC14. Contribute to continuous improvement of systems and processes in the workplace.

Knowledge and Understanding (K)	
B. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA9. The goals and objectives of the organization/workplace KA10. The organizational code of conduct KA11. How to determine professional development needs and develop development plan processes, procedures and opportunities relating to professional development and ongoing skill development within and outside the organization

B. Technical Knowledge	The user/individual on the job needs to know and understand:
	 KB10. How to use professional techniques and strategies such as:
	     a. presenting a confident and assured manner in challenging situations
	     b. maintaining ethical practice
	     c. using motivation strategies
	     d. managing time prudently
	     e. acknowledging and respecting the attitudes and beliefs of others
	     f. promoting active participation
	 KB11. Behaviors that promote professionalism in the learning environment such as:
	     a. maintaining professional relationships with learners
	     b. setting and maintaining boundaries between trainer/assessor and learner
	     c. respecting the individuality of the learner
	     d. being respectful; honest; non-judgmental; positive and encouraging; diplomatic
	     e. Motivating and inspiring learners
	 KB12. How to use feedback obtained from:
	     a. formal/informal performance appraisals
	     b. comments from supervisors and colleagues
	     c. comments from trainees and/or clients
	     d. personal reflections on performance
	     e. routine organizational methods for monitoring service delivery
	 KB13. The application of ethical and inclusive practices such as:
	     a. demonstrating probity in all areas of responsibility
	     b. modelling organizational/professional codes of conduct
	     c. reinforcing ethical conduct in interactions with others
	     d. showing sensitivity and respect for individual diversity and culture
	     e. recognizing and utilizing difference to develop individuals
	     f. fostering a culture of inclusiveness
	 KB14. The components of a Personal Professional Development plan such as:
	     a. identified skills gap if relevant
	     b. work and personal career objectives
	     c. identified areas requiring development
	     d. learning opportunities/activities
	     e. relevant work activities/projects

KB15. The variety of development opportunities such as:

    a. undertaking further higher education/TVET qualifications

    b. participating in skills gap training

    c. industry attachment

    d. undertaking professional development in specific areas of practice

    e. internal training/development programs

    f. relevant conferences, seminars and workshops

    g. reading relevant journals and literature

    h. networking with internal/external colleagues

    i. coaching and/or mentoring

KB16. How to access professional networks such as:

    a. informal networks with:

        i. other trainers/facilitators, assessors

        ii. people working in industry/vocational area

        iii. contacts in vocational education and training

    b. formal networks such as:

        i. local/interstate assessor/trainer networks

        ii. regional, specialist associations

        iii. professional/occupation associations

KB17. Continuous improvement techniques and processes such as:

    a. evaluation

    b. records review and maintenance

    c. self-assessment

    d. business/operational planning

    e. ongoing education and training

    f. team meetings and networking

KB18. Social and education trends and changes impacting on the technical and vocational education and training(TVET) environment, for example:

    a. policy changes

    b. technological changes

    c. cultural changes

    d. socio-economic changes

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

Skills (S)	
C. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to demonstrate how to: SA4. document personal learning needs SA5. complete and maintain records related to professional development
	Reading Skills
	The user/individual on the job needs to demonstrate: SA6. literacy skills to: • read and interpret vocational education and training information such as legal/ organisational policy documents • read relevant industry and TVET journals and literature

	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to demonstrate: SA1. communication skills to: • obtain feedback from colleagues and clients • participate in professional networks • consult with colleagues and clients • participate in industry events and activities • build professional relationships
	Technology skills
	The user/individual on the job needs to demonstrate how to: SA10. Use computer hardware and relevant software SA11. Use office/business equipment

D. Professional Skills	**Decision Making**	
	The user/individual on the job needs to demonstrate: SB3. N/A	
	Plan and Organize	
	The user/individual on the job needs to demonstrate: SB4. How to plan and conduct self-assessment to determine own technical competencies. SB5. How to organise professional development activities	
	Customer Centricity	
	The user/individual on the job needs to demonstrate: SB6. N/A	
	Problem Solving	
	The user/individual on the job needs to demonstrate: SB7. N/A	
	Analytical Thinking	
	The user/individual on the job needs to demonstrate how to: SB8. systematically evaluate personal work practices to improve performance or understanding SB9. undertake a self-evaluation to identify gaps in skills or knowledge SB10. analyse and identify career options SB11. apply research skills to: • keep up with trends in vocational education and training to obtain current information • identify relevant industry affiliations • Identify and keep up with trends/changes/developments in the vocational area of competency and relevant sectors	
	Critical Thinking	
	The user/individual on the job needs to demonstrate:	

	SB12. N/A

NOS Version Control

NOS Code	MEP/N0102		
Credits (NSQF)	TBD	Version number	1.0
Industry	Management & Entrepreneurship and Professional Skills Council	Drafted on	18/12/2014
Industry Sub-sector	Training & Assessment	Last reviewed on	19/12/2014
Occupation	Trainer	Next review date	19/12/2016

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to deliver competency based training

Unit Code	MEP/N0103
Unit Title (Task)	**Deliver competency based training**
Description	This National Occupational Standards specifies the performance outcomes, skills and knowledge to deliver competency based training. It typically applies to a trainer and applies to group based delivery.
Scope	Application of this unit should be contextualised to reflect specific workplace requirements and practices. The unit covers sector requirements to: • Organise and check training facilities and aids • Assist learner to develop a strategy to address their needs and interests • Conduct training session • Collect and review learner feedback • Undertake post-training activities

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

Element	Performance Criteria
1. Organise and check training facilities and aids	PC1. Prepare and set up suitable training facilities, training equipment, aids and tools considering the learners' requirements, learning styles and preferences, and the specifications of the session plan. PC2. Carry out a risk assessment of the learning environment
2. Conduct training session	PC3. Explain competency-based training and assessment system to the learners and provide learners with information about how the competencies to be achieved relate to job profiles, educational and training pathway requirements and employment opportunities PC4. Conduct learning session according to session plan including demonstration of work skills where appropriate PC5. Deliver training using a range of training processes such as delivering information, explanation, demonstration, interaction, learner practice and consolidation to optimize learner experiences PC6. Apply learning principles and appropriate training methods and make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs PC7. Provide additional assistance to individual learners as required to achieve session outcomes PC8. Create and maintain a positive learning environment PC9. Maintain professional relationships with learners and manage learner behavior to maintain a positive learning environment PC10. Maintain and store learners records according to organizational policy and procedures

3. Undertake formative assessment	PC11.	Undertake formative assessment by using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance
	PC12.	Use assessment tools to: • monitor learner progress against program and session objectives • identify learner learning needs against required curriculum • assess learning styles • assess learner soft skills • provide feedback to learners on progress
	PC13.	Complete learner assessment records accurately and submit or process as required in the required timeframes
4. Collect and review learner feedback	PC14.	Distribute feedback forms to learners and encourage learners to complete them without undue influence
	PC15.	Collect and review feedback forms to identify any implications for own practice
	PC16.	Summarise the feedback and transmit all forms and the summary to supervisor / evaluation or instructional design team
	PC17.	Maintain learner confidentiality according policies and procedures.
	PC18.	Evaluate own planning and delivery skills
5. Undertake post-training activities	PC19.	Perform housekeeping activities such as: • monitoring the cleanliness and tidiness of the training room • notifying maintenance requirements of any damaged items to appropriate personnel • securing equipment and tools in safe places in accordance with procedures
	PC20.	Ensure that training equipment and tools are maintained by: • Checking that training equipment and tools are in good operating order • Reporting training equipment and tools that are not in good operating order in accordance with organisational procedures • Where training equipment and tools are identified as a safety hazard, taking immediate action to remediate the hazard including removing from the room and report in accordance with organisational procedures
	PC21.	Complete learner records accurately and submit or process and in the required timeframes
Knowledge and Understanding (K)		
C. Organizational Context (Knowledge of the	The user/individual on the job needs to know and understand: KA12. Training Organisation's system policies and procedures such as: a. candidate selection	

company / organization and its processes)	b. rational and purpose of competency-based assessment c. assessment records/data management/ information management d. recognition of prior learning/credit arrangements e. trainer - needs, qualifications, maintaining currency f. learner grievances/complaints g. evaluation h. costs/resourcing i. access and equity/reasonable adjustment KA13. links with overall quality management system KA14. organizational record-management systems and reporting requirements KA15. policies and procedures relevant to the learning environment KA16. Health Safety and Environment issues relating to delivery of competency based training KA17. Work area inspection procedures and practices KA18. Waste and dangerous materials disposal procedures and practices KA19. Procedures for the recording, reporting and maintenance of workplace equipment

B. Technical Knowledge	The user/individual on the job needs to know and understand:
	KB20. Principles of adult learning and how to apply them in training delivery such as:
	   a. training needs to be learner-centred to engage learners
	   b. adults have a need to be self-directing and decide for themselves what they want to learn
	   c. adults have a range of life experience, so connecting learning to experience is meaningful
	   d. adults have a need to know why they are learning something
	   e. the learning process needs to support increasing learner independence
	   f. emphasis on experimental and participative learning
	   g. use of modelling
	   h. the learning process should reflect individual circumstances
	KB21. Theories adult learning and how to apply them in training delivery such as:
	   a. behavioural learning theory
	   b. cognitive learning theory
	   c. information processing theory
	   d. andragogy
	KB22. Theories of learning styles and how to apply them in training delivery such as:
	   a. auditory
	   b. visual

       c.   kinaesthetic

       d.   left/right brain

       e.   global/analytical

       f.   theoretical

       g.   activist

       h.   pragmatist

       i.   reflective

KB23. How to set up training facilities, training equipment and tools such as:

       a.   Room appropriate to the style of delivery

       b.   Data projector and laptop computer and speakers (or overhead projector with relevant PowerPoint slides)

       c.   Projection screen

       d.   Flip charts with butchers paper and markers

       e.   Whiteboard and whiteboard markers

       f.   Facilitator's Guide

       g.   Learner's Guide and any other learning materials and resources

       h.   Other equipment specified in session plan

KB24. Competency based curriculum documents and learning materials

KB25. The use of assessment tools to identify individual learning needs such as:

       a.   one-to-one discussion

       b.   self-assessment

       c.   formal assessment tools

KB26. How to identify and meet individual learner needs and styles such as:

       a.   Visual

       b.   Auditory

       c.   Kinaesthetic

       d.   Physical

       e.   Language

       f.   specific learning difficulties.

KB27. How to apply assessment tools (in a formative assessment context) such as:

- the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods

- instruments to be used for gathering evidence, such as:
    - profile of acceptable performance measures
    - templates and proformas
    - specific questions or activities
    - evidence and observation checklists
    - checklists for evaluating work samples
    - candidate self-assessment materials
    - procedures, information and instructions for the

	assessor and candidate relating to the use of assessment instruments and assessment conditions.
	KB28. factors that affect learning such as:
	a. physical e.g. temperature, health, hunger, personal concerns;
	b. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental
	KB29. Techniques to create and maintain a positive learning environment such as:
	a. encouraging learner participation
	b. using interactive learning approaches to transfer skills and knowledge to learners
	c. using the diversity of the group as a resource to support learning
	d. using facilitation skills to ensure effective participation and group management
	e. using presentation skills to convey understanding of key concepts and central ideas
	f. monitoring non-verbal and verbal communication of participants
	g. using learning resources to enhance the learning experience for all learners
	h. delivering at appropriate pace
	i. ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences
	j. summarising key concepts and ideas at strategic points to facilitate learner understanding
	k. monitoring learner progress with tasks and learning activities based on session plan.
	l. measuring the achievement of learning outcomes by formative assessment
	KB30. Techniques to provide constructive feedback to improve learner's competence.
	KB31. How to administer and interpret formative assessment tools and instruments
	KB32. How to implement program delivery and session delivery plans
	KB33. Industry area and subject matter of the delivery
	KB34. Characteristics and needs of individual learners in the group
	KB35. Different delivery methods and techniques appropriate to face-to-face group delivery
Skills (S)	
	Writing Skills

E. Core Skills/ Generic Skills	The user/ individual on the job needs to demonstrate how to: SA7. Complete and maintain student records and documentation SA8. Use writing on white boards and flip charts as a training tool
	Reading Skills
	The user/individual on the job needs to demonstrate how to: SA9. read and follow learning programs and session plans SA10. read and analyse learner information
	Oral Communication (Listening and Speaking skills)

	The user/individual on the job needs to demonstrate:
	SA11. Presentation skills to ensure delivery is engaging and relevant, including:
	    • speaking with appropriate tone and pitch
	    • using language appropriate to audience
	    • presenting in a confident and enthusiastic manner
	    • demonstrates a sound knowledge of the subject matter
	    • delivering information in a clear, concise, and logical manner
	    • encouraging and dealing appropriately with questions
	    • using active listening techniques such as paying attention, observing behaviour and body language, interpreting body language, paraphrasing, reflecting and respectful responding
	    • effectively using various audio-visual media to enhance presentations
	SA12. Group facilitation skills to ensure that:
	    • every individual has an opportunity for participation and input including drawing out the quiet participants and controlling the domineering ones
	    • ground rules are established
	    • group cohesion is maintained
	    • information is captured in people's own words
	    • instructions are given clearly and briefly
	    • appropriate communication skills are modelled: listening; repeating and summarizing
	    • behaviours being taught are modelled
	    • time and pace are taken care of
	    • time is managed to ensure content is covered
	    • discussion is kept on track and balanced among participants by monitoring time spent
	    • disrupters are managed effectively
	    • behaviour that puts others at risk is observed, interpreted and addressed
	    • discussion and group interaction are enhanced

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	SA13. The application of active listening techniques such as: • Appropriate brief encouragers • Reflection of feelings /thoughts, behaviours and experience (content) • Hearing the learner's concerns • Paraphrasing (reflection of content) • Using open and closed questions to expand or clarify understanding • Understanding the learner's context • Summarising and closure • Open and closed questions • Balancing the frequency of questions SA14. How to: • motivate learners to transfer skills and knowledge • engage with the learner • maintain appropriate relationships and ensure inclusivity	
	Technology skills	
	The user/individual on the job needs to demonstrate how to: SA15. use computers to produce documents, prepare PowerPoint presentations, and communicate through email and the web	
F. Professional Skills	**Decision Making**	
	The user/individual on the job needs to demonstrate how to: SB13. N/A	
	Plan and Organize	
	The user/individual on the job needs to demonstrate: SB14. Time management skills to: • determine time allocations for each part of the session plan • determine overall session time • determine how many sessions may be required • schedule training sessions	
	Customer Centricity	
	The user/individual on the job needs to demonstrate: SB15. Observation skills to monitor individual and group progress	
	Problem Solving	
	The user/individual on the job needs to demonstrate: SB16. Use of conflict resolution and negotiation skills to: • identify critical points, issues, concerns and problems • identify options for changing behaviors SB17. Managing inappropriate behavior 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.
	Analytical Thinking
	The user/individual on the job needs to demonstrate how to: SB18. Recognise and be sensitive to individual difference and diversity, for example: • being sensitive to and valuing culture • acting without bias/discrimination • responding to individuals with particular needs
	Critical Thinking
	The user/individual on the job needs to demonstrate: SB19. The applications of reflection skills to: • identify areas for improvement • maintain own skill development

NOS Version Control

NOS Code	MEP/N0103		
Credits (NSQF)	TBD	Version number	1.0
Industry	Management & Entrepreneurship and Professional Skills Council	Drafted on	18/12/2014
Industry Sub-sector	Training & Assessment	Last reviewed on	19/12/2014
Occupation	Trainer	Next review date	19/12/2016

MEP/N0104   **Support and coach learners**

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to support and coach learners

National Occupational Standard

Unit Code	MEP/N0104
Unit Title	**Support and coach learners**
Description	This unit describes the performance outcomes, skills and knowledge required to provide support and coaching to learners. It describes the skills to identify issues that may impact on learner's progression and to provide then with the additional support for success.
Scope	This unit applies to individuals providing TVET Trainers who provide support to students, with some supervision and guidance, in a training provider context. The unit covers sector requirements to: • Identify support needs of learners • Provide support to learners to meet identified needs, within scope of role • Support individual students with additional needs in the training session • Provide coaching and motivation

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

Element	Performance Criteria
1. Identify support needs of learners	PC1. Identify limitations in scope of own role in providing support to learners PC2. Establish rapport and a trusting relationship with learners to identify learner PC3. Seek information about issues of concern with sensitivity and respect for the physical, emotional and cultural safety and security of those affected PC4. Observe learner to identify any signs of emotional stress PC5. Seek additional related information from family and/or others as required and with consent of the learner PC6. Record learner background information obtained according to principles of confidentiality and organisational procedures
2. Provide support to learners to meet identified needs, within scope of role	PC7. Show respectful, empathic understanding to clarify the nature and depth of learner feelings PC8. Help learners clarify options, identify support needs and decide on next steps to address problems and/or meet immediate needs PC9. Provide information about student support programs and services and refer learner to specialist support as indicated and agreed with learner PC10. Manage student information and records in compliance with privacy and confidentiality standards

	PC11.	Debrief issues that may arise when providing support with colleagues to care for self
3. Support individual students with additional needs in the training session	PC12.	Show respect, empathy and acceptance for individual differences and encourage learners in ways which promote their positive self-concept and self-esteem
	PC13.	Use language, equipment, materials and strategies suited to the learner
	PC14.	Apply simple task analysis to assist learners with additional needs and modify general activities to meet particular needs where necessary
	PC15.	Provide additional assistance with individual or small group activities as required
4. Provide coaching and motivation	PC16.	Prepare for coaching by: • Identifying individual and specific coaching needs • organising with learner a specific time and place for coaching
	PC17.	Provide coaching by: • Explaining the purpose of coaching • Assisting the learner to set personal goals and explore personal change strategies • Explaining and demonstrating skills to be coached • Communicating essential knowledge required • Checking the learner's understanding • Providing opportunity for learner to practise the skill and ask questions • Providing feedback in a constructive manner
	PC18.	Follow up coaching including: • Monitoring progress with new skills and provide supportive assistance as required • Reporting progress to appropriate person as required • Identifying performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow up
Knowledge and Understanding (K)		

D. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand:
	KA20. organisational policies and procedures in relation to:
	  a. learner support and welfare
	  b. learner confidentiality
	  c. referral procedures, including various levels of urgency, and follow-up of client
	  d. limits of own ability and authority
	  e. reporting procedures
	  f. documentation
	KA21. Scope of own work role in relation to student support
	KA22. position and work roles of organisational personnel	

B. Technical Knowledge	The user/individual on the job needs to know and understand:
	KB36. Common significant problems presented by learners and appropriate avenues of further assessment or action
	KB37. Common signs/indicators of:
	a. mental illness
	b. depression
	c. alcohol and other drug use
	d. suicide risk
	e. child abuse/sexual assault
	KB38. Availability of and, referral criteria and processes for support services
	KB39. Student back ground that may impact on performance such as:
	a. living conditions (including physical, social, environmental, political, spiritual/cultural, mental aspects)
	b. any health, legal, family and/or lifestyle issues
	c. financial and employment status
	d. relationships and family of origin
	e. critical events/ incidents
	f. nature and history of any presenting problem(s)
	g. learner concerns and beliefs regarding their problems
	KB40. Empowering processes such as:
	a. Active listening
	b. Identifying and affirming learner strengths and opportunities
	c. Reframing, summary and closure
	d. Helping contain overwhelming feelings to facilitate coping
	e. Using questions and concreteness to focus the learner on identifying immediate needs and concerns
	f. Setting realistic achievable goals for the support session
	g. Brainstorming consequences
	h. Exploring options and informed learner choices
	i. Identify achievable tasks to be addressed after the session
	KB41. Strategies to deal with client issues and emotions such as:
	a. Managing tone, pitch and pace of voice
	b. Externalise learner emotions
	c. Awareness of personal vulnerabilities which may be triggered during a support session
	d. Containment skills
	e. Supervision and debriefing
	KB42. Scope of trainer's role in providing learner support
	KB43. Debriefing processes and their importance
	KB44. Range of self-care strategies such as:
	a. Debriefing and defusing

	b. Self-monitoring
	c. Reflection on practice
	d. Knowing when and how to ask for back-up support
	e. Constructive feedback about learner support practice
	KB45. How values, attitudes and beliefs impact on support processes
	KB46. Active listening techniques such as:
	a. Appropriate brief encouragers which help the learner relate their story and concerns
	b. Reflection of feelings /thoughts, behaviours and experience (content)
	c. Hearing the learner's concerns
	d. Paraphrasing (reflection of content)
	e. Using open and closed questions to expand or clarify understanding
	f. Understanding the learner's context
	g. Recognising when higher levels of support may be indicated
	h. Summarising and closure
	i. Open and closed questions
	j. Balancing the frequency of questions
	KB47. Additional needs and their possible impact on learning such :
	a. Cultural background
	b. Education background
	c. Family issues
	d. Giftedness
	e. Intellectual disabilities
	f. Language impairment
	g. Learning difficulties
	h. Other medical conditions
	i. Physical difficulties
	j. Psycho-emotional disorders
	k. Sensory disabilities
	l. Socio-cultural disadvantage
	KB48. Basic principles of coaching and adult learning principles (e.g. explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
	KB49. Coaching session procedures including planning, conducting and reviewing session
	KB50. Planning procedures for learner practice opportunities
Skills (S)	
G. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to demonstrate: SB1. How to record learner support needs and other documentation and maintain confidentiality of records
	Reading Skills
	The user/individual on the job needs to demonstrate:

	SB2. How to read organisational policies and procedures
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to demonstrate: SB3. How to: • Maintain client confidentiality whilst obtaining necessary information • Elicit relevant information effectively • Listening skills to take and record accurate, sufficiently comprehensive and relevant learner background • Interact effectively in an intercultural context with learners • Effectively gather, convey and receive information; • Use effective questioning and active listening techniques; • Apply appropriate cross-cultural communication techniques, • Overcome communication barriers, and give and receive feedback • Handle sensitive issues and matters • Use advanced communication techniques to develop trust and elicit sensitive information
	Technology skills
	The user/individual on the job needs to demonstrate: SB4. technology skills to use a computer and other office equipment to access information, to produce documents and to communicate e.g. maintaining records, preparing reports
H. Professional Skills	**Decision Making**
	The user/individual on the job needs to demonstrate: SB1. How to recognise when referrals are needed to specialist resources and how to make timely and appropriate referrals
	Plan and Organize
	The user/individual on the job needs to demonstrate how to: SB2. Initiate appropriate support services and information for the learner SB3. Develop, implement and evaluate coaching programs to achieve identified outcomes SB4. Provide individual support with a training session
	Customer Centricity
	The user/individual on the job needs to demonstrate: SB5. How to observe, note and recognise unusual physical, behavioural and body language indicators SB6. How to conduct a learner support needs assessment

	SB7. How to provide supportive on job coaching with constructive and supportive feedback SB8. How to create a positive learning environment
	Problem Solving
	The user/individual on the job needs demonstrate: SB9. How to clarify learner support needs and options, seek support and decide on next steps to address problems and/or meet current needs
	Analytical Thinking
	The user/individual on the job needs to demonstrate: SB10. How to assess the learner's status, issues and needs
	Critical Thinking
	The user/individual on the job needs to demonstrate: SB11. N/A

NOS Version Control

NOS Code		MEP/N0104	
Credits (NSQF)	TBD	**Version number**	1.0
Industry	Management & Entrepreneurship and Professional Skills Council	**Drafted on**	18/12/2014
Industry Sub-sector	**Training & Assessment**	**Last reviewed on**	19/12/2014
Occupation	**Trainer**	**Next review date**	19/12/2016

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Trainer

Qualification Pack: MEP/Q0101

Sector Skill Council: Management & Entrepreneurship and Professional Skills Council

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Guidelines for Assessment

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

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\#   The design of the Assessment of each QP (including individual weightings against each PC) will require further consideration in view of:

- The need for holistic assessment   - for example, one practical assessment per element, and question bank to test theory
- Design and deployment of assessment tools

Elements	PCs	Total Marks	Out Of	T	P
MEP/N0101: Work effectively within Indian sector					
1. Work within the Indian skills system	PC1. Access information and advice on policies and programs in the Indian skills system on a regular basis and apply knowledge to work performed in accordance with organisational procedures.	**16**	16	6.0	10
2. Work within the organisation's quality framework	PC2. Undertake work according to the organisation's quality assurance policies, procedures, processes and codes of conduct	**18**	9	4.0	5
	PC3. Undertake work according to relevant ethical and legal responsibilities.		9	4.0	5
3. Manage work and work relationships and work effectively in the workplace	PC4. Plan and undertake work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes.	**18**	3	0.0	3
	PC5. Obtain, evaluate and act upon feedback from clients and colleagues		4	2.0	2
	PC6. Perform tasks to the required workplace standard		4	2.0	2
	PC7. Complete administrative duties accurately, systematically and within required timeframes		3	0.0	3
	PC8. Effectively use established communication systems and protocols in the workplace		4	2.0	2
4. Apply a client focused approach	PC9. Identify clients and their needs through effective communication and use this information to develop effective work practices and outcomes.	**16**	16	6.0	10
5. Work ethically	PC10. Protect the rights of the client/leaner when delivering services	**16**	2	0.0	2
	PC11. Ensure services are delivered equally to all clients regardless of personal and cultural beliefs		2	0.0	2
	PC12. Recognise potential ethical issues in the workplace and discuss with an appropriate person		3	3.0	0
	PC13. Recognise unethical conduct and report to an appropriate person		3	3.0	0
	PC14. Apply organisational guidelines and legal requirements on disclosure and confidentiality		2	0.0	2
	PC15. Demonstrate awareness of personal values and attitudes to ensure non-judgemental practice		2	0.0	2
	PC16. Recognise, avoid and/or address any conflict of interest		2	0.0	2
6. Apply HSE practices in a training	PC17. Promote a safe working environment and adhere to risk management strategies for clients, colleagues and	**16**	3	1.0	2

/assessment environment	others who enter the workplace, in accordance with duty of care requirements				
	PC18. Identify, control and report HSE issues relating to immediate work environment according to procedures		3	1.0	2
	PC19. Work safely and apply HSE practices in the training environment including using appropriate personal protective equipment (PPE) where required		3	1.0	2
	PC20. Follow emergency response procedures		3	1.0	2
	PC21. Document safety records according to organisational policies.		4	0.0	4
		100	100	36.0	64
MEP/N0102: Maintain and enhance professional practice and technical competency					
1. Model high standards of performance	PC1. Perform consistently in accordance with the organisation's goals and objectives and organisational/professional codes of conduct	25	6	2.0	4
	PC2. Demonstrate behaviours that promote professionalism in the learning environment		6	2.0	4
	PC3. Reflect individual responsibilities and accountabilities in work goals and plans in accordance with organizational and legal requirements.		6	0.0	6
	PC4. Apply ethical and inclusive practices in professional practice		7	0.0	7
2. Determine professional development needs and prepare development plan	PC5. Receive feedback on own performance at different levels	25	6	2.0	4
	PC6. Use feedback from colleagues and clients to identify personal learning needs and areas of professional development		6	2.0	4
	PC7. Research industry and skills sector trends and skill needs to identify personal development needs according to career goals		6	2.0	4
	PC8. Prepare a personal development plan in consultation with relevant colleagues and associates.		7	0.0	7
3. Participate in professional development and up skilling activities.	PC9. Identify and pursue development opportunities to support continuous learning and maintain currency of professional practice.	25	10	2.0	8
	PC10. Participate in formal and informal professional networks to support continuous learning.		8	2.0	6
	PC11. Undertake training and assessment to achieve relevant identified competencies in line with personal development plan.		7	2.0	5
4. Reflect on and evaluate professional practice	PC12. Research developments and trends impacting on professional practice and integrate into work performance	25	10	4.0	6
	PC13. Use feedback from colleagues/clients to identify and introduce continuous improvements in work performance		8	2.0	6

	PC14. Contribute to continuous improvement of systems and processes in the workplace.		7	2.0	5
		100	100	24.0	76
MEP/N0103: Deliver competency based training					
1. Organise and check training facilities and aids	PC1. Prepare and set up suitable training facilities, training equipment, aids and tools considering the learners' requirements, learning styles and preferences, and the specifications of the session plan.	20	10	4.0	6
	PC2. Carry out a risk assessment of the learning environment		10	4.0	6
2. Conduct training session	PC3. Explain competency-based training and assessment system to the learners and provide learners with information about how the competencies to be achieved relate to job profiles, educational and training pathway requirements and employment opportunities	25	2	0.0	2
	PC4. Conduct learning session according to session plan including demonstration of work skills where appropriate		4	0.0	4
	PC5. Deliver training using a range of training processes such as delivering information, explanation, demonstration, interaction, learner practice and consolidation to optimise learner experiences		4	1.0	3
	PC6. Apply learning principles and appropriate training methods and make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs		4	2.0	2
	PC7. Provide additional assistance to individual learners as required to achieve session outcome		4	2.0	2
	PC8. Create and maintain a positive learning environment		3	1.0	2
	PC9. Maintain professional relationships with learners and manage learner behaviour to maintain a positive learning environment		2	0.0	2
	PC10. Maintain and store learners records according to organisational policy and procedures		2	0.0	2
3. Undertake formative assessment	PC11. Undertake formative assessment by using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance	20	6	2.0	4
	PC12. Use assessment tools to: • monitor learner progress against program and session objectives • identify learner learning needs against required curriculum • assess learning styles • assess learner soft skills • provide feedback to learners on progress		8	2.0	6

	PC13. Complete learner assessment records accurately and submit or process as required in the required timeframes		6	0.0	6
4. Collect and review learner feedback	PC14. Distribute feedback forms to learners and encourage learners to complete them without undue influence	**20**	4	1.0	3.0
	PC15. Collect and review feedback forms to identify any implications for own practice		4	0.0	4
	PC16. Summarise the feedback and transmit all forms and the summary to supervisor / evaluation or instructional design team		4	0.0	4
	PC17. Maintain learner confidentiality according policies and procedures		4	1.0	3.0
	PC18. Evaluate own planning and delivery skills		4	2.0	2.0
5. Undertake post-training activities	PC19. Perform housekeeping activities such as: • monitoring the cleanliness and tidiness of the training room • notifying maintenance requirements of any damaged items to appropriate personnel • securing equipment and tools in safe places in accordance with procedures	**15**	6	2.0	4
	PC20. Ensure that training equipment and tools are maintained by: • Checking that training equipment and tools are in good operating order · Reporting training equipment and tools that are not in good operating order in accordance with organisational procedures · Where training equipment and tools are identified as a safety hazard, taking immediate action to remediate the hazard including removing from the room and report in accordance with organisational procedures		6	2.0	4
	PC21. Complete learner records accurately and submit or process and in the required timeframes		3	0.0	3
		100	**100**	**26.0**	**74**
**MEP/N0104: Support and Coach learners**				
1. Identify support needs of learners	PC1. Identify limitations in scope of own role in providing support to learners	**25**	3	1.0	2
	PC2. Establish rapport and a trusting relationship with learners to identify learner		4	1.0	3
	PC3. Seek information about issues of concern with sensitivity and respect for the physical, emotional and cultural safety and security of those affected		5	2.0	3
	PC4. Observe learner to identify any signs of emotional stress		5	2.0	3
	PC5. Seek additional related information from family and/or others as required and with consent of the learner		3	1.0	2

	PC6.　Record learner background information obtained according to principles of confidentiality and organisational procedures		5	1.0	4
2.　Provide support to learners to meet identified needs, within scope of role	PC7.　Show respectful, empathic understanding to clarify the nature and depth of learner feelings	**25**	5	0.0	5
	PC8.　Help learners clarify options, identify support needs and decide on next steps to address problems and/or meet immediate need		5	0.0	5
	PC9.　Provide information about student support programs and services and refer learner to specialist support as indicated and agreed with learner		5	0.0	5
	PC10.　Manage student information and records in compliance with privacy and confidentiality standards		5	0.0	5
	PC11.　Debrief issues that may arise when providing support with colleagues to care for self		5	2.0	3
3.　Support individual students with additional needs in the training session	PC12.　Show respect, empathy and acceptance for individual differences and encourage learners in ways which promote their positive self-concept and self-esteem	**25**	6	2.0	4
	PC13.　Use language, equipment, materials and strategies suited to the learner		8	2.0	6
	PC14.　Apply simple task analysis to assist learners with additional needs and modify general activities to meet particular needs where necessary		6	3.0	3
	PC15.　Provide additional assistance with individual or small group activities as required		5	3.0	2
4.　Provide coaching and motivation	PC16.　Prepare for coaching by: •　Identifying individual and specific coaching needs •　organising with learner a specific time and place for coaching	**25**	7	2.0	5
	PC17.　Provide coaching by: •　Explaining the purpose of coaching •　Assisting the learner to set personal goals and explore personal change strategies •　Explaining and demonstrating skills to be coached •　Communicating essential knowledge required •　Checking the learner's understanding •　Providing opportunity for learner to practise the skill and ask questions •　Providing feedback in a constructive manner		10	4.0	6
	PC18.　Follow up coaching including: •　Monitoring progress with new skills and provide supportive assistance as required •　Reporting progress to appropriate person as required •　Identifying performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow up		8	4.0	4
			100	**30.0**	**70**

	TOTAL	400	116.0	284