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| National Occupational Standard | <b>Unit Code</b>  | NSD/N0001   |
|                                | <b>Unit Title (Task)</b>  | Work effectively within Indian sector   |
|                                | <b>Description</b>  | This unit specifies the performance outcomes, skills and knowledge required to work effectively within Indian sector  |
|                                | <b>Scope</b>  | <p>This unit is common to many job roles in the Indian skills system.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Work within the Indian skills system</li> <li>• Work within the organisation’s quality framework</li> <li>• Manage work and work relationships and work effectively in the workplace</li> <li>• Apply a client focused approach</li> <li>• Work ethically</li> <li>• Apply Health, Safety and Environment (HSE) practices in a training / assessment environment</li> </ul> |
|                                | <b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>   |   |
|                                | <b>Element</b>  | <b>Performance Criteria</b>   |
|                                | 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   |
|                                | 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.<br>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.<br>PC5. Obtain, evaluate and act upon feedback from clients and colleagues<br>PC6. Perform tasks to the required workplace standard<br>PC7. Complete administrative duties accurately, systematically and within required timeframes<br>PC8. Effectively use established communication systems and protocols in the workplace   |
|                                | 4. Apply a client focused approach  | PC9. Identify clients and their needs through effective communication and use this information to develop effective work practices and outcomes.  |
| 5. Work ethically              | PC10. Protect the rights of the client/learner when delivering services<br>PC11. Ensure services are delivered equally to all clients regardless of personal and cultural beliefs<br>PC12. Recognise potential ethical issues in the workplace and discuss with an appropriate person<br>PC13. Recognise unethical conduct and report to an appropriate person<br>PC14. Apply organisational guidelines and legal requirements on disclosure and confidentiality<br>PC15. Demonstrate awareness of personal values and attitudes to ensure non- |   |

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|  | <p>judgemental practice</p> <p>PC16. Recognise, avoid and/or address any conflict of interest</p> <p>PC17. Report incidents in accordance with organisational procedures</p>  |
| 6. Apply HSE practices in a training / assessment environment                                | <p>PC18. Promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements</p> <p>PC19. Identify, control and report HSE issues relating to immediate work environment according to procedures</p> <p>PC20. Work safely and apply HSE practices in the training environment including using appropriate personal protective equipment (PPE) where required</p> <p>PC21. Follow emergency response procedures</p> <p>PC22. Document safety records according to organisational policies.</p>  |
| <b>Knowledge and Understanding (K)</b>   |   |
| <b>A. Organisational Context</b> (Knowledge of the company / organisation and its processes) | <p>The user/individual on the job needs to know and understand:</p> <p>KA1. Organisation’s quality assurance, policies and procedures such as:</p> <ol style="list-style-type: none"> <li>a. enrolment and induction/orientation</li> <li>b. complaints, grievances and appeals</li> <li>c. assessment, including skills recognition, pre- assessment and appeals</li> <li>d. training support requirements, for example, language, literacy, numeracy and disability needs</li> <li>e. fees</li> <li>f. access and equity</li> <li>g. welfare and guidance</li> <li>h. issuance of qualifications</li> <li>i. risk management</li> <li>j. continuous improvement</li> <li>k. Health Safety and Environment (HSE)</li> <li>l. staff disciplinary procedures</li> <li>m. financial and records management</li> <li>n. management processes for learning resources and learning materials</li> <li>o. recruitment and induction of personnel</li> <li>p. staff qualifications</li> </ol> <p>KA2. the training and/or assessment organisation's systems, policies and procedures</p> <p>KA3. relevant vocational education and training terminology appropriate to the work role</p> <p>KA4. the diversity of clients, client needs, client expectations for technical and vocational education and training services</p> <p>KA5. Organisation procedures relating to:</p> <ul style="list-style-type: none"> <li>• how to report and minimise risks</li> <li>• reporting incidents</li> <li>• dealing with conflict and poor working relationships</li> <li>• resource usage and financial responsibility</li> <li>• established communications systems and protocols</li> <li>• workplace safety and risk management</li> </ul> <p>KA6. techniques of effective time management, workload management and</p> |

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|                                      | <p>contingency management</p> <p>KA7. Organisational performance standards and timeframes</p> <p>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</p>   |
| <p><b>B. Technical Knowledge</b></p> | <p>The user/individual on the job needs to know and understand:</p> <p>KB1. Key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009</p> <p>KB2. Processes and techniques to recognise, utilise, support and develop the skills and expertise of team members and support staff</p> <p>KB3. The principles of team work and the characteristics of high performing teams and how to apply them to own and team work outcomes</p> <p>KB4. Equity, social inclusion and anti-discrimination policy</p> <p>KB5. Industry national occupational standards relevant to area</p> <p>KB6. Current national quality assurance arrangements for training organisations and assessing bodies</p> <p>KB7. The principles of competency-based training and assessment, for example:</p> <ol style="list-style-type: none"> <li>a. National Occupational Standards define performance outcomes, applied knowledge and skills needed for work</li> <li>b. National Occupational Standards form the basis for teaching and learning and training delivery in recognised</li> <li>c. learning is outcomes focused not inputs driven</li> <li>d. National Occupational Standards establish requirements for assessment</li> <li>e. assessment is criterion referenced/not norm referenced</li> <li>f. assessment is reported as competent/not yet competent</li> <li>g. National Occupational Standards are industry defined and have a national focus</li> </ol> <p>KB8. Ethical practice such as:</p> <ol style="list-style-type: none"> <li>a. Distinction between ethical and legal problems</li> <li>b. Importance of ethics in practice</li> <li>c. Principles and practices for upholding the rights of the client</li> <li>d. Principles and practices of confidentiality</li> <li>e. Relevant standards and codes of practice in the sector</li> <li>f. Rights and responsibilities of clients</li> <li>g. Rights and responsibilities of workers</li> <li>h. Specific principles underpinning duty of care and associated legal requirements</li> <li>i. Strategies for addressing common ethical issues</li> <li>j. Principles of ethical decision-making</li> <li>k. Reporting mechanisms for suspected unethical conduct</li> </ol> <p>KB9. Health Safety and Environment practices including</p> <ol style="list-style-type: none"> <li>a. The appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron</li> <li>b. Safe use of tools and equipment</li> <li>c. Taking action and reporting hazardous events</li> <li>d. Communication protocols for reporting risks and hazardous events</li> <li>e. Organisational job roles, responsibilities and compliance accountabilities</li> </ol> |

| Skills (S)                            |   |
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| <b>A. Core Skills/ Generic Skills</b> | <b>Writing Skills</b>   |
|                                       | The user/ individual on the job needs demonstrate ability to:<br>SA1. write documents for a range of vocational education and training audiences and purposes<br>SA2. report hazardous events and risks   |
|                                       | <b>Reading Skills</b>   |
|                                       | The user/individual on the job needs:<br>SA3. language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts   |
|                                       | <b>Oral Communication (Listening and Speaking skills)</b>   |
|                                       | The user/individual on the job needs to demonstrate how to:<br>SA1. communicate with personnel across all levels of the organisation and with clients<br>SA2. understand and use vocabulary and terminology specific to the vocational education and training environment<br>SA3. actively listen and summarise key points, make evaluative judgements and articulate verbally to a client or colleague<br>SA4. facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems<br>SA5. work effectively as a team member to cultivate collaborative and participative work relationships |
|                                       | <b>Technology skills</b>  |
|                                       | The user/individual on the job needs to demonstrate how to:<br>SA6. Use computer hardware and relevant software<br>SA7. Use office/business equipment<br>SA8. Use the appropriate personal protective equipment (PPE)<br>SA9. Operate and use tools and equipment properly as per Standard Operating Procedures (Company standards).  |
| <b>B. Professional Skills</b>         | <b>Decision Making</b>  |
|                                       | The user/individual on the job needs to demonstrate :<br>SB1. How to identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines and apply to own work<br>SB2. Respond quickly and to take safety precautions for different hazardous situations.   |
|                                       | <b>Plan and Organize</b>  |
|                                       | The user/individual on the job needs to demonstrate :<br>SB1. How to plan and organise own work<br>SB2. How to manage work and work relationships   |
|                                       | <b>Customer Centricity</b>  |
|                                       | The user/individual on the job needs demonstrate:<br>SB3. How to identify and meet client and student needs   |

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|  | <b>Problem Solving</b>   |
|  | The user/individual on the job needs to demonstrate:<br>SB4. cognitive and interpretation skills to interpret and apply national and organisational policy documents and client needs<br>SB5. application of problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols |
|  | <b>Analytical Thinking</b>   |
|  | The user/individual on the job needs to demonstrate :<br>SB6. N/A  |
|  | <b>Critical Thinking</b>   |
|  | The user/individual on the job needs to demonstrate :<br>SB7. N/A  |

## NOS Version Control

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|----------------------------|--------------------|-------------------------|-------------------|
| <b>NOS Code</b>            | <b>NSD/N0001</b>   |                         |                   |
| <b>Credits( NSQF)</b>      | <b>TBD</b>         | <b>Version number</b>   | <b>1.0</b>        |
| <b>Industry</b>            | <b>IT-ITES</b>     | <b>Drafted on</b>       | <b>14/03/2015</b> |
| <b>Industry Sub-sector</b> | <b>IT Services</b> | <b>Last reviewed on</b> | <b>18/03/2015</b> |
| <b>Occupation</b>          | <b>Assessor</b>    | <b>Next review date</b> | <b>18/03/2015</b> |

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NSD/N0002: Maintain and enhance professional practice and technical competency

# National Occupational Standard

## Overview

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



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| <b>Unit Code</b>   | <b>NSD/N002</b>  |
| <b>Unit Title (Task)</b>   | <b>Maintain and enhance professional practice and technical competency</b>   |
| <b>Description</b>   | 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.   |
| <b>Scope</b>   | <p>Application of this unit should be contextualised to reflect specific workplace requirements and practices.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Model high standards of performance</li> <li>• Determine professional development needs and prepare development plan</li> <li>• Participate in professional development and up skilling activities.</li> <li>• Reflect on and evaluate professional practice</li> </ul> |
| <b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>            |  |
| <b>Element</b>   | <b>Performance Criteria</b>  |
| 1. Model high standards of performance                                   | <p>PC1. Perform consistently in accordance with the organisation's goals and objectives and organisational/professional codes of conduct</p> <p>PC2. Demonstrate behaviours that promote professionalism in the learning environment</p> <p>PC3. Reflect individual responsibilities and accountabilities in work goals and plans in accordance with organisational and legal requirements.</p> <p>PC4. Apply ethical and inclusive practices in professional practice</p>         |
| 2. Determine professional development needs and prepare development plan | <p>PC5. Receive feedback on own performance at different levels</p> <p>PC6. Use feedback from colleagues and clients to identify personal learning needs and areas of professional development.</p> <p>PC7. Research industry and skills sector trends and skill needs to identify personal development needs according to career goals.</p> <p>PC8. Prepare a personal development plan in consultation with relevant colleagues and associates.</p>                              |
| 3. Participate in professional development and up skilling activities.   | <p>PC9. Identify and pursue development opportunities to support continuous learning and maintain currency of professional practice.</p> <p>PC10. Participate in formal and informal professional networks to support continuous learning.</p> <p>PC11. Undertake training and assessment to achieve relevant identified competencies in line with personal development plan.</p>  |
| 4. Reflect on and evaluate professional practice                         | <p>PC12. Research developments and trends impacting on professional practice and integrate into work performance</p> <p>PC13. Use feedback from colleagues/clients to identify and introduce continuous improvements in work performance</p> <p>PC14. Contribute to continuous improvement of systems and processes in the workplace.</p>  |

| Knowledge and Understanding (K)   |   |
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| <b>B. Organisational Context</b><br>(Knowledge of the company / organisation and its processes) | The user/individual on the job needs to know and understand:<br>KA9. The goals and objectives of the organisation/workplace<br>KA10. The organisational code of conduct<br>KA11. How to determine professional development needs and develop development plan processes, procedures and opportunities relating to professional development and ongoing skill development within and outside the organisation  |
| <b>B. Technical Knowledge</b>   | The user/individual on the job needs to know and understand:<br>KB10. How to use professional techniques and strategies such as: <ol style="list-style-type: none"> <li>a. presenting a confident and assured manner in challenging situations</li> <li>b. maintaining ethical practice</li> <li>c. using motivation strategies</li> <li>d. managing time prudently</li> <li>e. acknowledging and respecting the attitudes and beliefs of others</li> <li>f. promoting active participation</li> </ol> KB11. Behaviours that promote professionalism in the learning environment such as: <ol style="list-style-type: none"> <li>a. maintaining professional relationships with learners</li> <li>b. setting and maintaining boundaries between trainer/assessor and learner</li> <li>c. respecting the individuality of the learner</li> <li>d. being respectful; honest; non-judgemental; positive and encouraging; diplomatic</li> <li>e. motivating and inspiring learners</li> </ol> KB12. How to use feedback obtained from: <ol style="list-style-type: none"> <li>a. formal/informal performance appraisals</li> <li>b. comments from supervisors and colleagues</li> <li>c. comments from trainees and/or clients</li> <li>d. personal reflections on performance</li> <li>e. routine organisational methods for monitoring service delivery</li> </ol> KB13. The application of ethical and inclusive practices such as: <ol style="list-style-type: none"> <li>a. demonstrating probity in all areas of responsibility</li> <li>b. modelling organisational/professional codes of conduct</li> <li>c. reinforcing ethical conduct in interactions with others</li> <li>d. showing sensitivity and respect for individual diversity and culture</li> <li>e. recognising and utilising difference to develop individuals</li> <li>f. fostering a culture of inclusiveness</li> </ol> KB14. The components of a Personal Professional Development plan such as: <ol style="list-style-type: none"> <li>a. identified skills gap if relevant</li> <li>b. work and personal career objectives</li> <li>c. identified areas requiring development</li> <li>d. learning opportunities/activities</li> <li>e. relevant work activities/projects</li> <li>f. links to organisational training needs</li> </ol> KB15. The variety of development opportunities such as: <ol style="list-style-type: none"> <li>a. undertaking further higher education/ qualifications</li> <li>b. participating in skills gap training</li> </ol> |

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|   | <p>c. industry attachment</p> <p>d. undertaking professional development in specific areas of practice</p> <p>e. internal training/development programs</p> <p>f. relevant conferences, seminars and workshops</p> <p>g. reading relevant journals and literature</p> <p>h. networking with internal/external colleagues</p> <p>i. coaching and/or mentoring</p> <p>KB16. How to access professional networks such as:</p> <p>a. informal networks with:</p> <p style="padding-left: 20px;">i. other trainers/facilitators, assessors</p> <p style="padding-left: 20px;">ii. people working in industry/vocational area</p> <p style="padding-left: 20px;">iii. contacts in vocational education and training</p> <p>b. formal networks such as:</p> <p style="padding-left: 20px;">i. local/interstate assessor/trainer networks</p> <p style="padding-left: 20px;">ii. regional, specialist associations</p> <p style="padding-left: 20px;">iii. professional/occupation associations</p> <p>KB17. Continuous improvement techniques and processes such as:</p> <p>a. evaluation</p> <p>b. records review and maintenance</p> <p>c. self-assessment</p> <p>d. business/operational planning</p> <p>e. ongoing education and training</p> <p>f. team meetings and networking</p> <p>KB18. Social and education trends and changes impacting on the technical and vocational education and training() environment, for example:</p> <p>a. policy changes</p> <p>b. technological changes</p> <p>c. cultural changes</p> <p>d. socio-economic changes</p> <p>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</p> |
| <b>Skills (S)</b>                         |  |
| <b>C. Core Skills/<br/>Generic Skills</b> | <b>Writing Skills</b>  |
|   | 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   |
|   | <b>Reading Skills</b>  |
|   | The user/individual on the job needs to demonstrate:   |
|   | SA6. literacy skills to:   |
|   | <ul style="list-style-type: none"> <li>• read and interpret vocational education and training information such as legal/ organisational policy documents</li> <li>• read relevant industry and journals and literature</li> </ul>  |
|   | <b>Oral Communication (Listening and Speaking skills)</b>  |
|   | The user/individual on the job needs to demonstrate:   |
|   | SA1. communication skills to:  |

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|  | <ul style="list-style-type: none"> <li>• obtain feedback from colleagues and clients</li> <li>• participate in professional networks</li> <li>• consult with colleagues and clients</li> <li>• participate in industry events and activities</li> <li>• build professional relationships</li> </ul> |
|  | <p><b>Technology skills</b></p> <p>The user/individual on the job needs to demonstrate how to:</p> <p>SA10. Use computer hardware and relevant software</p> <p>SA11. Use office/business equipment</p>  |

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| <b>D. Professional Skills</b> | <b>Decision Making</b>   |
|                               | The user/individual on the job needs to demonstrate:<br>SB3. N/A   |
|                               | <b>Plan and Organize</b>   |
|                               | The user/individual on the job needs to demonstrate:<br>SB4. How to plan and conduct self-assessment to determine own technical competencies.<br>SB5. How to organise professional development activities  |
|                               | <b>Customer Centricity</b>   |
|                               | The user/individual on the job needs to demonstrate:<br>SB6. N/A   |
|                               | <b>Problem Solving</b>   |
|                               | The user/individual on the job needs to demonstrate:<br>SB7. N/A   |
|                               | <b>Analytical Thinking</b>   |
|                               | The user/individual on the job needs to demonstrate how to:<br>SB8. systematically evaluate personal work practices to improve performance or understanding<br>SB9. undertake a self-evaluation to identify gaps in skills or knowledge<br>SB10. analyse and identify career options<br>SB11. apply research skills to: <ul style="list-style-type: none"> <li>• keep up with trends in vocational education and training to obtain current information</li> <li>• identify relevant industry affiliations</li> <li>• Identify and keep up with trends/changes/developments in the vocational area of competency and relevant sectors</li> </ul> |
|                               | <b>Critical Thinking</b>   |
|                               | The user/individual on the job needs to demonstrate:<br>SB12. N/A  |

## NOS Version Control

| NOS Code            | NSD/N0002   |                  |            |
|---------------------|-------------|------------------|------------|
| Credits (NSQF)      | TBD         | Version number   | 1.0        |
| Industry            | IT-ITES     | Drafted on       | 04/03/2015 |
| Industry Sub-sector | IT Services | Last reviewed on | 18/03/2015 |
| Occupation          | Assessor    | Next review date | 18/03/2017 |

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NSD/N0009:

Undertake competency based assessment

# National Occupational Standard

## Overview

This Occupational Standard describes the knowledge, understanding and skills required to undertake competency based assessment

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| <b>Unit Code</b>  | <b>NSD/N0009</b>   |
| <b>Unit Title (Task)</b>  | <b>Undertake summative competency based assessment</b>   |
| <b>Description</b>  | This unit specifies the performance outcomes, skills and knowledge to organise and conduct summative competency based assessment   |
| <b>Scope</b>  | <p>Application of this unit should be contextualised to reflect specific workplace requirements and practices</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Prepare the assessment environment and candidates for assessment</li> <li>• Gather evidence as basis for decision</li> <li>• Make the assessment decision</li> <li>• Record and report assessment decision</li> <li>• Provide feedback to the appropriate authority</li> </ul>   |
| <b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>       |  |
| <b>Element</b>  | <b>Performance Criteria</b>  |
| 1. Prepare the assessment environment and candidates for assessment | <p>PC1. Confirm assessment plan and organisational/ ethical requirements for conducting assessment</p> <p>PC2. Check that materials, physical resources and other details of the assessment plan are in place and amend assessment plan if required</p> <p>PC3. Review assessment tools and instruments to confirm evidence requirements and criteria against which candidate is to be assessed</p> <p>PC4. Explain, discuss and clarify details of the assessment plan and the assessment process with the candidates, including opportunities for assessment, reasonable adjustment, re-assessment and appeals</p> <p>PC5. Explain context and purpose of assessment to candidates in line with the requirements of the relevant assessment guidelines</p> |
| 2. Gather evidence as basis for decision                            | <p>PC6. Apply Principles of Assessment and the Rules of Evidence in gathering assessment evidence</p> <p>PC7. Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable to determine competence</p> <p>PC8. Incorporate reasonable adjustment during assessment to accommodate candidate needs and characteristics in line with the assessment guidelines</p>   |
| 3. Make the assessment decision                                     | <p>PC9. Examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body</p> <p>PC10. Use professional judgement to infer whether competence has been demonstrated, based on the available evidence and Rules of Evidence</p>  |

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| <p>4. Record and report assessment decision</p>   | <p>PC11. Record assessment outcomes promptly and accurately according to assessment policies and procedures and organisational requirements</p> <p>PC12. Complete and process assessment records ethically and securely according to agreed procedure</p> <p>PC13. Inform relevant parties of the assessment decision, according to confidentiality requirements and organisational procedures</p>   |
| <p>5. Provide feedback to the appropriate authority</p>   | <p>PC14. Evaluate own assessment practice</p> <p>PC15. Give clear and constructive feedback on the assessment outcome and process to the appropriate authority in accordance with contractual and organisational requirements</p> <p>PC16. Explore ways, with the training organisation and other relevant authorities, of overcoming any candidate’s gaps in competency</p> <p>PC17. Maintain confidentiality at all times when recording and reporting assessment decisions in line with organisational policy and procedures</p>  |
| <p><b>Knowledge and Understanding (K)</b></p>   |  |
| <p><b>C. Organisational Context</b><br/>(Knowledge of the company / organisation and its processes)</p> | <p>The user/individual on the job needs to know and understand:</p> <p>KA12. Assessment body’s assessment system policies and procedures such as:</p> <ol style="list-style-type: none"> <li>a. candidate selection</li> <li>b. rationale and purpose of competency-based assessment</li> <li>c. assessment records/data management/ information management</li> <li>d. recognition of prior learning/credit arrangements</li> <li>e. assessors - needs, qualifications, maintaining currency</li> <li>f. assessment reporting procedures</li> <li>g. assessment appeals</li> <li>h. candidate grievances/complaints</li> <li>i. validation</li> <li>j. evaluation/internal audit</li> <li>k. costs/resourcing</li> <li>l. access and equity/reasonable adjustment</li> <li>m. links with overall quality management system</li> </ol> |
| <p><b>B. Technical Knowledge</b></p>  | <p>The user/individual on the job needs to know and understand:</p> <p>KB20. The characteristics of competency-based assessment, including:</p> <ul style="list-style-type: none"> <li>• criterion-referenced versus norm referenced assessment</li> <li>• National Occupational Standards as the benchmarks for assessment</li> <li>• competency-based reporting</li> <li>• principles of assessment and how they are applied</li> <li>• rules of quality evidence and how they are applied</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>• different purposes of assessment, including recognition of prior learning</li> <li>• reasonable adjustments and when they are applicable</li> <li>• types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including recognition of prior learning</li> <li>• potential barriers and processes relating to evidence-gathering procedures and assessment processes</li> <li>• national and organisational assessment system policies and procedures</li> </ul> <p>KB21. sector specific technical requirements</p> <p>KB22. cultural sensitivity and equity considerations</p> <p>KB23. HSE relating to the work role, and HSE considerations to be included in collecting evidence, including:</p> <ul style="list-style-type: none"> <li>• hazard identification and risk control measures</li> <li>• requirements for reporting hazards and incidents</li> <li>• emergency procedures</li> <li>• procedures for use of relevant personal protective equipment(PPE)</li> <li>• safe use of relevant equipment</li> <li>• sources of OSH information</li> <li>• role of key workplace personnel</li> <li>• responsibilities of learner</li> </ul> <p>KB24. How to apply assessment tools such as:</p> <ul style="list-style-type: none"> <li>• any instrument and procedure for gathering and interpreting evidence in accordance with designated assessment methods</li> <li>• the use of relevant technology used when deploying assessment tools (eg: tablets, simulators)</li> <li>• instruments to gather evidence, such as: <ul style="list-style-type: none"> <li>▪ profile of acceptable performance measures</li> <li>▪ templates and proformas</li> <li>▪ specific questions or activities</li> <li>▪ evidence and observation checklists</li> <li>▪ checklists for evaluating work samples</li> <li>▪ candidate self-assessment materials</li> <li>▪ procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.</li> </ul> </li> </ul> <p>KB25. How to interpret and apply the Principles of Assessment:</p> <ol style="list-style-type: none"> <li>a. Fairness</li> <li>b. Flexibility</li> <li>c. Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential)</li> <li>d. Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater)</li> </ol> |
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|   | <p>KB26. How to interpret and apply the Rules of Evidence:</p> <ol style="list-style-type: none"> <li>a. Validity</li> <li>b. Sufficiency</li> <li>c. Authenticity</li> <li>d. Currency</li> </ol> <p>KB27. Principles of reasonable adjustment</p> <p>KB28. Purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL</p> <p>KB29. The different types of assessment methods, including suitability for collecting various types of evidence, such as:</p> <ol style="list-style-type: none"> <li>a. direct observation, for example:             <ol style="list-style-type: none"> <li>i. real work/real time activities at the workplace</li> <li>ii. work activities in a simulated workplace environment</li> </ol> </li> <li>b. structured activities, for example:             <ol style="list-style-type: none"> <li>i. simulation exercises and role-plays</li> <li>ii. projects</li> <li>iii. presentations</li> <li>iv. activity/job sheets</li> </ol> </li> <li>c. questioning, for example:             <ol style="list-style-type: none"> <li>i. written questions</li> <li>ii. interviews</li> <li>iii. self-assessment</li> <li>iv. verbal questioning</li> <li>v. questionnaires</li> <li>vi. oral or written examinations</li> </ol> </li> <li>d. portfolios of evidence, for example:             <ol style="list-style-type: none"> <li>i. collection of work samples compiled by candidate</li> <li>ii. product with supporting documentation</li> <li>iii. historical evidence</li> <li>iv. journal or log book</li> <li>v. information about life experience</li> </ol> </li> <li>e. review of products, for example:             <ol style="list-style-type: none"> <li>i. testimonials and reports from employers and supervisors</li> <li>ii. evidence of training</li> <li>iii. authenticated prior achievements</li> <li>iv. interview with employer, supervisor, or peer</li> </ol> </li> </ol> |
| <b>Skills (S)</b>                         |   |
| <b>E. Core Skills/<br/>Generic Skills</b> | <b>Writing Skills</b>   |
|   | The user/ individual on the job needs to demonstrate how to: <ol style="list-style-type: none"> <li>SA1. prepare required documentation and collate evidence in required format</li> <li>SA2. document assessment decisions</li> </ol>  |
|   | <b>Reading Skills</b>   |
|   | The user/individual on the job needs to be able to: <ol style="list-style-type: none"> <li>SA3. read and interpret relevant information including assessment plans</li> </ol>   |

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|                               | and assessment tools and instruments  |
|                               | <b>Oral Communication (Listening and Speaking skills)</b>   |
|                               | The user/individual on the job needs to demonstrate communication skills to:<br>SA4. discuss evidence-gathering processes with practitioners and candidates<br>SA5. give clear and precise instructions<br>SA6. ask effective questions<br>SA7. provide clarification<br>SA8. ask appropriate questions to clarify and confirm instructions for evidence gathering<br>SA9. discuss the assessment outcome and provide feedback to the appropriate authority |
|                               | <b>Technology skills</b>  |
|                               | The user/individual on the job needs to demonstrate:<br>SA10. technology skills to use appropriate equipment and software (e.g. tablets and automated assessment systems including online) to communicate effectively and to collect and record evidence as required  |
| <b>F. Professional Skills</b> | <b>Decision Making</b>  |
|                               | The user/individual on the job needs to demonstrate:<br>SB1. How to weigh up the evidence and make assessment decisions<br>SB2. How to recognise a candidate's prior learning<br>SB3. How to consider and recommend reasonable adjustments  |
|                               | <b>Plan and Organize</b>  |
|                               | The user/individual on the job needs to demonstrate:<br>SB4. organisational skills to collect evidence<br>SB5. time-management skills to schedule assessment events and activities  |
|                               | <b>Customer Centricity</b>  |
|                               | The user/individual on the job needs to know and understand:<br>SB6. How to observe candidate performance and use appropriate instruments to records behaviours against criteria<br>SB7. How to identify when candidate may need assistance during the assessment processes   |
|                               | <b>Problem Solving</b>  |
|                               | The user/individual on the job needs to know and understand how to:<br>SB8. N/A   |
|                               | <b>Analytical Thinking</b>  |
|                               | The user/individual on the job needs to demonstrate:<br>SB9. analysis and interpretation skills to: <ul style="list-style-type: none"> <li>interpret assessment tools and other assessment information,</li> </ul>  |

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|  | including those used in RPL  |
|  | <ul style="list-style-type: none"><li>• identify candidate needs</li><li>• make judgements based on assessment of available evidence</li></ul> |
|  | <b>Critical Thinking</b>   |
|  | The user/individual on the job needs to know and understand:<br>SB10. N/A  |

## NOS Version Control

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|----------------------------|--------------------|-------------------------|------------|
| <b>NOS Code</b>            | <b>NSD/N0009</b>   |                         |            |
| <b>Credits (NSQF)</b>      | <b>TBD</b>         | <b>Version number</b>   | <b>1.0</b> |
| <b>Industry</b>            | IT-ITES            | <b>Drafted on</b>       | 04/03/2015 |
| <b>Industry Sub-sector</b> | <b>IT Services</b> | <b>Last reviewed on</b> | 18/03/2015 |
| <b>Occupation</b>          | <b>Assessor</b>    | <b>Next review date</b> | 18/03/2017 |

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NSD/N0010:

Participate in assessment validation and moderation

# National Occupational Standard

## Overview

This Occupational Standard describes the knowledge, understanding and skills required to participate in assessment validation and moderation

|   |  |
|---|--|
| <b>Unit Code</b>  | <b>NSD/N0010</b>   |
| <b>Unit Title (Task)</b>                                      | <b>Participate in assessment validation and moderation</b>   |
| <b>Description</b>  | This unit specifies the performance outcomes, skills and knowledge to validate competency based assessment processes, methods, tools and instruments and to moderate assessment outcomes in collaboration with other assessors.  |
| <b>Scope</b>  | <p>Validation is a process involving assessors collaborating to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same NOS. This includes validating assessment processes, methods and tools, the evidence that was collected using these assessment processes, methods and tools and the interpretation of that evidence to make a judgement of competence.</p> <p>Validation forms part of the quality systems of the assessment body and is undertaken to improve the quality of the assessment process.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Prepare for validation and moderation</li> <li>• Contribute to validation and moderation process</li> <li>• Contribute to validation and moderation outcomes</li> </ul> |
| <b>Elements and Performance Criteria(PC) w.r.t. the Scope</b> |  |
| <b>Element</b>  | <b>Performance Criteria</b>  |
| 1. Prepare for validation and moderation                      | <p>PC1. Confirm the purpose, focus and context of validation / moderation with relevant people and assessment system policies and procedures</p> <p>PC2. Analyse benchmarks for assessment and agree the evidence needed to demonstrate competency</p> <p>PC3. Identify and collectively agree any related documentation and materials relevant to validation / moderation</p>   |
| 2. Contribute to validation and moderation process            | <p>PC4. Actively participate in validation / moderation sessions and activities</p> <p>PC5. Apply the Principles of Assessment and Rules of Evidence to the review of:</p> <ul style="list-style-type: none"> <li>• the overall assessment process</li> <li>• assessment plans</li> <li>• interpretation of national occupational standards or other benchmarks for assessment</li> <li>• selection and application of assessment methods</li> <li>• selection and use of assessment tools</li> <li>• the collected evidence</li> <li>• assessment decisions including the exercise of judgement</li> </ul> <p>PC6. Check all documents used in the validation / moderation process for accuracy and version control</p>   |

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| <p>3. Contribute to validation and moderation outcomes</p>  | <p>PC7. Collectively discuss, analyse and agree validation / moderation findings to support improvements in the quality of assessment</p> <p>PC8. Discuss, agree and record recommendations to improve assessment practice</p> <p>PC9. Implement changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities</p>   |
| <p><b>Knowledge and Understanding (K)</b></p>   |  |
| <p><b>D. Organisational Context</b><br/>(Knowledge of the company / organisation and its processes)</p> | <p>The user/individual on the job needs to know and understand:</p> <p>KA13. Organisational work systems, practices in relation to</p> <ol style="list-style-type: none"> <li>a. Assessment policies and procedures such as:             <ol style="list-style-type: none"> <li>i. candidate selection</li> <li>ii. rationale and purpose of competency-based assessment</li> <li>iii. assessment records, and data and information management</li> <li>iv. recognition of prior learning and credit arrangements</li> <li>v. assessment reporting procedures</li> <li>vi. assessment appeals</li> <li>vii. candidate grievances and complaints</li> <li>viii. validation and moderation</li> <li>ix. evaluation and internal audit</li> <li>x. costs and resourcing</li> <li>xi. access and equity, and reasonable adjustment</li> <li>xii. partnership arrangements</li> <li>xiii. links with overall quality management system.</li> </ol> </li> </ol>  |
| <p><b>B. Technical Knowledge</b></p>  | <p>The user/individual on the job needs to know and understand:</p> <p>KB1. What is competency-based assessment including:</p> <ol style="list-style-type: none"> <li>a. Technical and vocational education and training as a competency-based system</li> <li>b. criterion-referenced assessment as distinct from norm-referenced assessment</li> <li>c. national occupational standards as the basis of qualifications</li> <li>d. the principles of competency-based assessment</li> <li>e. the structure and application of national occupational standards</li> </ol> <p>KB2. How to interpret National Occupational Standards and other related assessment information to determine the evidence needed to demonstrate competency including:</p> <ol style="list-style-type: none"> <li>a. the components of National Occupational Standards</li> <li>b. assessment of dimensions of competency and HSE requirements</li> <li>c. the NSQF level of units and QPs</li> <li>d. National Skills Qualifications Framework including</li> </ol> |



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|   | <p>characteristics of NSQF levels</p> <p>KB3. Different assessment methods and which methods may be relevant to different units/ different parts of individual units</p> <p>KB4. Different types of assessment tools, what tools work for what types of evidence, what are well constructed assessment tools and why</p> <p>KB5. How to interpret and apply the Principles of Assessment:</p> <ol style="list-style-type: none"> <li>a. Fairness</li> <li>b. Flexibility</li> <li>c. Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential</li> <li>d. Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater)</li> </ol> <p>KB6. How to interpret and apply the Rules of Evidence:</p> <ol style="list-style-type: none"> <li>a. Validity</li> <li>b. Sufficiency</li> <li>c. Authenticity</li> <li>d. Currency</li> </ol> <p>KB7. How the Principles of Assessment and Rules of Evidence guide assessment and validation processes</p> <p>KB8. The various reasons for carrying out validation and the different approaches to validation that may be appropriate:</p> <ol style="list-style-type: none"> <li>a. before assessment</li> <li>b. during assessment</li> <li>c. after assessment</li> </ol> <p>KB9. The critical aspects of validation, including validation of:</p> <ol style="list-style-type: none"> <li>a. assessment processes</li> <li>b. methods and tools</li> <li>c. the collected evidence leading to assessment decisions</li> <li>d. assessment decisions</li> </ol> <p>KB10. Different aspects of quality systems such as:</p> <ol style="list-style-type: none"> <li>a. continuous improvement systems</li> <li>b. quality assurance policies and processes</li> </ol> <p>KB11. Records management systems</p> <p>KB12. Relevant HSE legislation, codes of practice, standards and guidelines, impacting on assessment</p> |
| <b>Skills (S)</b>   |   |
| <b>G. Core Skills/<br/>Generic Skills</b>                 | <b>Writing Skills</b>   |
|   | The user/ individual on the job needs to demonstrate:<br>SA11. How to prepare validation records  |
|   | <b>Reading Skills</b>   |
|   | The user/individual on the job needs to demonstrate:<br>SA12. literacy skills to read and understand the documents relevant to validation   |
| <b>Oral Communication (Listening and Speaking skills)</b> |   |

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|                               | <p>The user/individual on the job needs to demonstrate:</p> <p>SA13. communication skills to:</p> <ul style="list-style-type: none"> <li>effectively participate and contribute to validation activities and sessions</li> <li>collaborate with colleagues</li> <li>seek and receive feedback on assessment practice</li> <li>share and maintain confidentiality of sensitive information</li> <li>gain and maintain trust of colleagues</li> <li>provide advice and support to colleagues</li> </ul>  |
|                               | <p><b>Technology skills</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA14. technology skills to use appropriate equipment and software to communicate effectively</p>  |
| <b>H. Professional Skills</b> | <p><b>Decision Making</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB11. how to make decisions on validity of assessment processes, tools and instruments</p>  |
|                               | <p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB12. planning skills to participate within agreed timeframes</p>   |
|                               | <p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB13. N/A</p>   |
|                               | <p><b>Problem Solving</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB14. problem solving skills to:</p> <ul style="list-style-type: none"> <li>identify information that is inconsistent, ambiguous or contradictory</li> <li>suggest/confirm recommendations for improvements in assessment</li> </ul>  |
|                               | <p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB15. evaluation skills to:</p> <ul style="list-style-type: none"> <li>determine evidence requirements from national occupational standards</li> <li>review assessment process</li> <li>review assessment methods and tools</li> <li>review collected evidence</li> <li>evaluate and compare assessment planning, organisation, methods, tools, and evidence documentation leading to assessment judgements</li> <li>identify where improvements to the assessment process can be made</li> </ul> |
|                               | <p><b>Critical Thinking</b></p>  |

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|  | The user/individual on the job needs to demonstrate:<br>SB16. N/A |
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## NOS Version Control

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|----------------------------|--------------------|-------------------------|-------------------|
| <b>NOS Code</b>            | <b>NSD/N0010</b>   |                         |                   |
| <b>Credits (NSQF)</b>      | <b>TBD</b>         | <b>Version number</b>   | <b>1.0</b>        |
| <b>Industry</b>            | <b>IT-ITES</b>     | <b>Drafted on</b>       | <b>04/03/2015</b> |
| <b>Industry Sub-sector</b> | <b>IT Services</b> | <b>Last reviewed on</b> | <b>18/03/2015</b> |
| <b>Occupation</b>          | <b>Assessor</b>    | <b>Next review date</b> | <b>18/03/2017</b> |

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## CRITERIA FOR ASSESSMENT OF TRAINEES

**Job Role: Assessor**

**Qualification Pack: Assessor**

**Sector Skill Council: IT-ITES**

### Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

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

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

|   |  | <b>Marks Allocation</b> |                           |   |  |
|---|--|-------------------------|---------------------------|---|--|
|   |  | <b>Total Mark</b>       | <b>Out Of<sup>1</sup></b> | <b>Theory<br/>(Must achieve at least 70%)</b> | <b>Skills, Practical<br/>(Must achieve 100%)</b> |
| 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. | <b>100%</b>             |                           | 70%   | 100%   |

<sup>1</sup> both theory and practical assessments have a total possible score of 100.

|   |  |             |     |      |      |
|---|--|-------------|-----|------|------|
| 2. Work within the organisation's quality framework                         | PC2. Undertake work according to the organisation's quality assurance policies, procedures, processes and codes of conduct                       | <b>100%</b> | 50  | 70%  | 100% |
|   | PC3. Undertake work according to relevant ethical and legal responsibilities.  |             | 50  |      |      |
| 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.      | <b>100%</b> |     | 70%  | 100% |
|   | 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. | <b>100%</b> | 100 | 100% | 70%  |
| 5. Work ethically   | PC10. Protect the rights of the client/learner when delivering services  | <b>100%</b> | 10  | 100% | 70%  |
|   | PC11. Ensure services are delivered equally to all clients regardless of personal and cultural beliefs   |             | 10  |      |      |
|   | PC12. Recognise potential ethical issues in the workplace and discuss with an appropriate person   |             | 20  |      |      |
|   | PC13. Recognise unethical conduct and report to an appropriate   |             | 20  |      |      |

|   |  |              |            |      |     |
|---|--|--------------|------------|------|-----|
|   | person   |              |            |      |     |
|   | PC14. Apply organisational guidelines and legal requirements on disclosure and confidentiality   |              | 20         |      |     |
|   | PC15. Demonstrate awareness of personal values and attitudes to ensure non-judgemental practice  |              | 10         |      |     |
|   | PC16. Recognise, avoid and/or address any conflict of interest   |              | 10         |      |     |
| 6. Apply HSE practices in a training / assessment environment | PC17. Promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements | <b>100%</b>  | 20         | 100% | 70% |
|   | PC18. Identify, control and report HSE issues relating to immediate work environment according to procedures   |              | 20         |      |     |
|   | PC19. Work safely and apply HSE practices in the training environment including using appropriate personal protective equipment (PPE) where required                                       |              | 20         |      |     |
|   | PC20. Follow emergency response procedures   |              | 20         |      |     |
|   | PC21. Document safety records according to organisational policies.  |              | 20         |      |     |
|   |  | <b>TOTAL</b> | <b>600</b> |      |     |

**Marks Allocation**

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

<sup>2</sup> both theory and practical assessments have a total possible score of 100.

|  |   |              |     |     |      |
|--|---|--------------|-----|-----|------|
| 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. | <b>100%</b>  | 40  | 70% | 100% |
|  | PC10. Participate in formal and informal professional networks to support continuous learning.                                    |              | 30  |     |      |
|  | PC11. Undertake training and assessment to achieve relevant identified competencies in line with personal development plan.       |              | 30  |     |      |
| 4. Reflect on and evaluate professional practice                       | PC12. Research developments and trends impacting on professional practice and integrate into work performance                     | <b>100%</b>  | 40  | 70% | 100% |
|  | PC13. Use feedback from colleagues/clients to identify and introduce continuous improvements in work performance                  |              | 30  |     |      |
|  | PC14. Contribute to continuous improvement of systems and processes in the workplace.   |              | 30  |     |      |
|  |   | <b>TOTAL</b> | 400 |     |      |

| <b>Marks Allocation</b>                                  |   |                   |                           |   |  |
|--|---|-------------------|---------------------------|---|--|
|  |   | <b>Total Mark</b> | <b>Out Of<sup>3</sup></b> | <b>Theory (Must achieve at least 70%)</b> | <b>Skills, Practical (Must achieve 100%)</b> |
| 1. Prepare the assessment environment and candidates for | PC1. Confirm assessment plan and organisational/ ethical requirements for conducting assessment |                   | 20                        |   |  |

<sup>3</sup> both theory and practical assessments have a total possible score of 100.



|  |   |             |    |     |      |
|--|---|-------------|----|-----|------|
| assessment                               | PC2. Check that materials, physical resources and other details of the assessment plan are in place and amend assessment plan if required   | <b>100%</b> | 20 | 70% | 100% |
|  | PC3. Review assessment tools and instruments to confirm evidence requirements and criteria against which candidate is to be assessed  |             | 20 |     |      |
|  | PC4. Explain, discuss and clarify details of the assessment plan and the assessment process with the candidates, including opportunities for assessment, reasonable adjustment, re-assessment and appeals |             | 20 |     |      |
|  | PC5. Explain context and purpose of assessment to candidates in line with the requirements of the relevant assessment guidelines  |             | 20 |     |      |
| 2. Gather evidence as basis for decision | PC6. Apply Principles of Assessment and the Rules of Evidence in gathering assessment evidence  | <b>100%</b> | 30 | 70% | 100% |
|  | PC7. Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable to determine competence   |             | 35 |     |      |
|  | PC8. Incorporate reasonable adjustment during assessment to accommodate candidate needs and characteristics in line with the assessment guidelines  |             | 35 |     |      |
| 3. Make the assessment decision          | PC9. Examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body                                     | <b>100%</b> | 50 | 70% | 100% |
|  | PC10. Use professional judgement to   |             | 50 |     |      |

|  |  |              |            |                         |      |
|--|--|--------------|------------|-------------------------|------|
|  | infer whether competence has been demonstrated, based on the available evidence and Rules of Evidence  |              |            |                         |      |
| 4. Record and report assessment decision         | PC11. Record assessment outcomes promptly and accurately according to assessment policies and procedures and organisational requirements                                     | <b>100%</b>  | 40         | 70%                     | 100% |
|  | PC12. Complete and process assessment records ethically and securely according to agreed procedure   |              | 40         |                         |      |
|  | PC13. Inform relevant parties of the assessment decision, according to confidentiality requirements and organisational procedures  |              | 20         |                         |      |
| 5. Provide feedback to the appropriate authority | PC14. Evaluate own assessment practice   | <b>100%</b>  | 25         | 70%                     | 100% |
|  | PC15. Give clear and constructive feedback on the assessment outcome and process to the appropriate authority in accordance with contractual and organisational requirements |              | 25         |                         |      |
|  | PC16. Explore ways, with the training organisation and other relevant authorities, of overcoming any candidate's gaps in competency  |              | 25         |                         |      |
|  | PC17. Maintain confidentiality at all times when recording and reporting assessment decisions in line with organisational policy and procedures                              |              | 25         |                         |      |
|  |  | <b>TOTAL</b> | <b>500</b> |                         |      |
|  |  |              |            | <b>Marks Allocation</b> |      |

|  |  | Total Mark | Out Of <sup>4</sup> | Theory (Must achieve at least 70%) | Skills, Practical (Must achieve 100%) |
|--|--|------------|---------------------|------------------------------------|---------------------------------------|
| 1. Prepare for validation and moderation           | PC1. Confirm and the purpose, focus and context of validation / moderation with relevant people and assessment system policies and procedures  | 100%       | 35                  | 70%                                | 100%                                  |
|  | PC2. Analyse benchmarks for assessment and agree the evidence needed to demonstrate competency   |            | 35                  |                                    |                                       |
|  | PC3. Identify and collectively agree any related documentation and materials relevant to validation / moderation   |            | 30                  |                                    |                                       |
| 2. Contribute to validation and moderation process | PC4. Actively participate in validation / moderation sessions and activities   | 100%       | 40                  | 70%                                | 100%                                  |
|  | PC5. Apply the Principles of Assessment and Rules of Evidence to the review of: <ul style="list-style-type: none"> <li>the overall assessment process</li> <li>assessment plans</li> <li>interpretation of national occupational standards or other benchmarks for assessment</li> <li>selection and application of assessment methods</li> <li>selection and use of assessment tools</li> <li>the collected evidence</li> <li>assessment decisions including the exercise of judgement</li> </ul> |            | 40                  |                                    |                                       |
|  | PC6. Check all documents used in the validation / moderation process   |            | 20                  |                                    |                                       |

<sup>4</sup> both theory and practical assessments have a total possible score of 100.

|   |  |              |            |     |      |
|---|--|--------------|------------|-----|------|
|   | for accuracy and version control   |              |            |     |      |
| 3. Contribute to validation and moderation outcomes | PC7. Collectively discuss, analyse and agree validation / moderation findings to support improvements in the quality of assessment | 100%         | 35         | 70% | 100% |
|   | PC8. Discuss, agree and record recommendations to improve assessment practice  |              | 30         |     |      |
|   | PC9. Implement changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities |              | 35         |     |      |
|   |  | <b>TOTAL</b> | <b>300</b> |     |      |