ASSESSOR GUIDE

Prepared by	Ms. Manisha Rawat
Approved by	Col Rajkumar Mann

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Abbreviations and Acronyms

1. NCVET – National Council for Vocational Education and Training
2. VET – Vocational Education and Training
3. NSDC – National Skill Development Corporation
4. AB – Awarding Body
5. SSC – Sector Skill Council
6. AA – Assessment Agency
7. TP – Training Partner
8. TC – Training Center
9. SPOC – Single Point of Contact
10. TOA – Training of Assessors
11. QP – Qualification Pack
12. OS – Occupational Standards
13. NOS – National Occupational Standards
14. PC – Performance Criteria
15. MC – Model Curriculum
16. SIP – Skill India Portal

ASSESSOR'S GUIDE

Assessors plays a critical role in the entire process of skills assessments. Assessors are stakeholders who are directly involved in the process of evaluating Candidates on various parameters defined in a standard rubric for QP/NOS assessment. Assessor evaluate candidates in Offline/Online Assessments. They undergo a Training of Assessors (ToA) program that aligns them with the assessment requirements the short-term skill ecosystem. An assessor supports and assesses students working towards a vocational qualification within a college, training center, or workplace.

To ensure that assessors are qualified and competent to carry out their duties, the NCVET has defined certification process in place for assessors.

To become certified as an assessor, individuals need to:

1. Meet the education and experience requirements established by the NCVET/AB/SSC. These may include having a relevant degree, such as in education or a related field, and having experience in the VET sector.
2. Complete any required training or professional development programs.
3. Pass a certification exam administered by the relevant Awarding Body which shall be recognized by NCVET/AB/SSC.
4. Meet any other requirements established by NCVET/AB/SSC in the guidelines.
5. Upon meeting these requirements and successfully completing the certification process, individuals may be granted assessor certification by NCVET/AB/SSC.

Overview-

1. **Key Terms –**

➢ **Qualification Pack (QP) –** Qualifications Pack compromises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualification is assigned a unique qualification code.

➢ **Qualification Pack Code –** Qualifications Pack Code is a unique reference code that identifies a qualifications pack.

➢ **Performance Criteria (PC) –** Performance Criteria are statements that together specify the standard of performance required while carrying out a task. PC of different jobs are in their respective qualification packs.

➢ **National Occupational Standards (NOS) –** NOS are occupational standards which apply uniquely in the Indian context.

- **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.

- **Core Skills or 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.

2. **Purpose of Assessment –**

   - Assessment is an essential and a very important component of the skilling ecosystem. Unbiased & fair assessment ensures the credibility of the training and monitors the learning strategies to validate the complete process.
   Assessment aims to make judgements whether a candidate meets the requirements for a specific qualification, certification, or competency as indicated by the relevant supported industry/enterprise occupational standards of a Qualification Pack. It helps validate an individual's skills and knowledge in a particular domain or field.

3. **Competency Assessment Level –**

   - Competency Assessment Level refers to the evaluation and measurement of an individual's competencies or skills in a particular field or area. Competencies are the knowledge, abilities, behaviors, and qualities required to perform effectively in a specific role or profession required in a workplace.
   Competency Based Assessment is a deliberate process of systematically gathering, interpreting, recording and communication to stakeholders, information on candidate development against industry National Occupational Standards (NOS) and/ or learning outcomes.

4. **Description of Candidates –**

   - The objective of the Skill India Mission is to provide aspiring youths with the right resources and training to enhance their skills and knowledge so that they are enabled to participate in equal employment opportunities. It aims at empowering the youth of our country with self-esteem and employability.
   Aspiring candidates can register for a desired skill training or learning and employment opportunities through the online portal for Skill India.

Assessment Specifications

1. **Domain Infrastructure Equipment, Tools, Consumables –** There is a list of tools and equipment required for a particular Qualification Pack. The list of required equipment/ tools is mentioned in the Model Curriculum File.

2. **Assessment Criteria –** Assessment criteria of each QP is created by the AB/SSC. Each PC will be assigned marks proportional to its importance in NOS. AB/SSC also lays down a proportion of marks for Theory and Practical Skills for each PC.

3. **Modes of Assessment –** Assessment is conducted either in **Online** or **Offline** mode.

   - **Assessment in Online Mode -** Online assessment refers to the process of evaluating and measuring an individual's knowledge, skills, abilities, or other attributes using digital technologies and platforms. It typically involves the use of web-based tools, software, or online platforms to administer tests, quizzes, surveys, or other forms of assessments.

   - **Assessment in Offline Mode -** Offline assessment refers to an evaluation or examination that is conducted without the use of online resources or connectivity. LAN is set up where laptop/tabs acts as a server. A router is used to connect the tabs with laptop in LAN configuration.

4. **Types of Questions –**

   The questions can be divided into three parts:

   1. **Theory (MCQs, subjective questions etc.)**

   2. **Practical (gamification, simulation, demonstration, coding etc)**

   3. **Viva Voce**

Theory Questions will establish theory and practical knowledge of the candidate by taking conventional assessments. The type of Questions can be divided into two major sections:

MCQs and Simulations.

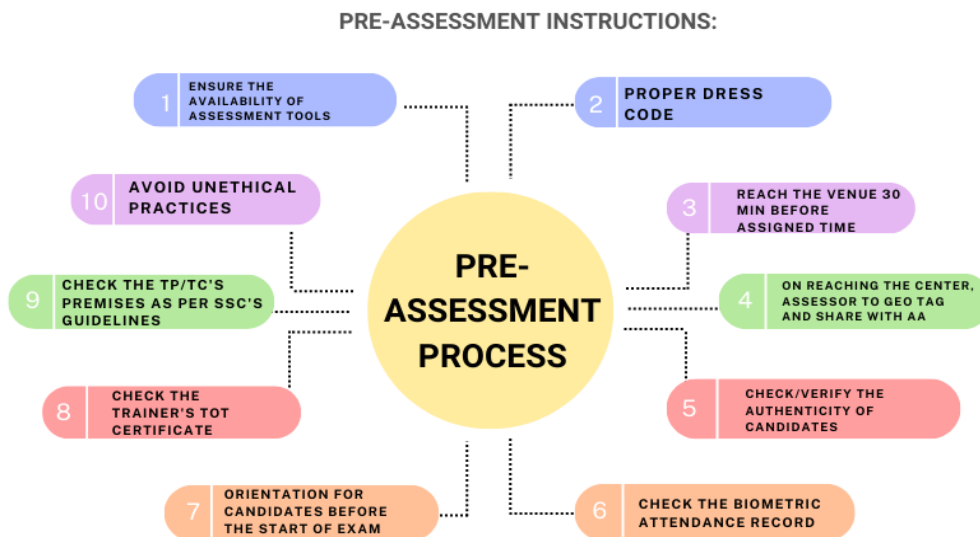| Sno.	Question type	Code	Description
Section A	Multiple Choice Question	MCQ	Candidates are to choose a correct option from a range of probable options with reference to a stem/question.
1	Fill in the blanks	FiB	A part of a sentence construct is left blank for the candidates to fit in the most appropriate/correct response.
2	Scenario Based Question	ScB	A situation is provided, and a question based on probable outcome of the scenario/description is provided to the candidate.
3	Media based (Images/audio clips/ video clips)	MI	Either identification of a graphical situation or options in the forms of images are provided, this makes it easier to apprehend or grasp for the candidates reducing the probability of communication error.
4	Comprehension	COM	A passage is given to the candidates much like the scenario but in greater details. The candidates are then subjected to a series of questions solely based on the passage. This tests their grasping and understanding ability.
5	Logical reasoning	LR	Logical deduction-based questions that are constructed on logic for measuring mental ability.
6	Chronological sequencing	CS	A sequence of events/outcomes/steps are to be arranged in a correct flow/sequence.
7	Matching the columns	MCo	Two columns containing multiple elements related to each other are given in a mixed order. The candidates need to match/relate the elements with their correct parts.

8	Factual Inferential	FI	Factual questions require fact-based answers. For example, a candidate may be asked to look at a passage, then answer a series of factual questions based on what they just read.
9	Direct Concept	DC	Fundamental MCQ questions which assess whether the candidates are aware of a singular concept or fact. It is mostly used to assess the theory knowledge of the candidate. The questions directly picked from the courseware.
Section B	Simulation Based	SiB	A platform is provided to the candidates where the real-life situation is created and the candidate is assessed on the basis his/her ability to solve the problem.
1	Typing Test	TT	Some jobs require the candidates to have knowledge of typing. To test the ability of a candidate to type with least mistakes and speed, this kind of question is asked.
2	Verbal Communication Test	VB	Voice based tests assess the listening/speaking abilities of the candidates. Their pronunciation, apprehension abilities, speech rate and other factors related to voice are tested here. This test is useful for job roles where the candidate has to interact orally with the client.

5. Assessor- Roles and Responsibilities:

The assessment guide should define the roles and responsibilities of an Assessor in 3 broad buckets and cover each of these aspects in context specific to the job roles for which the assessment guide is being developed.
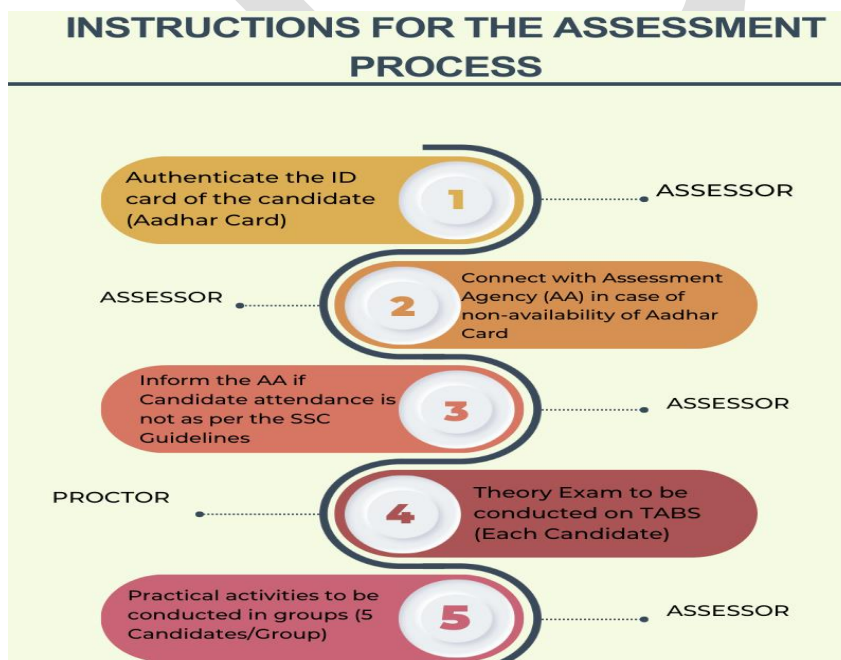
- **Pre- Assessment**

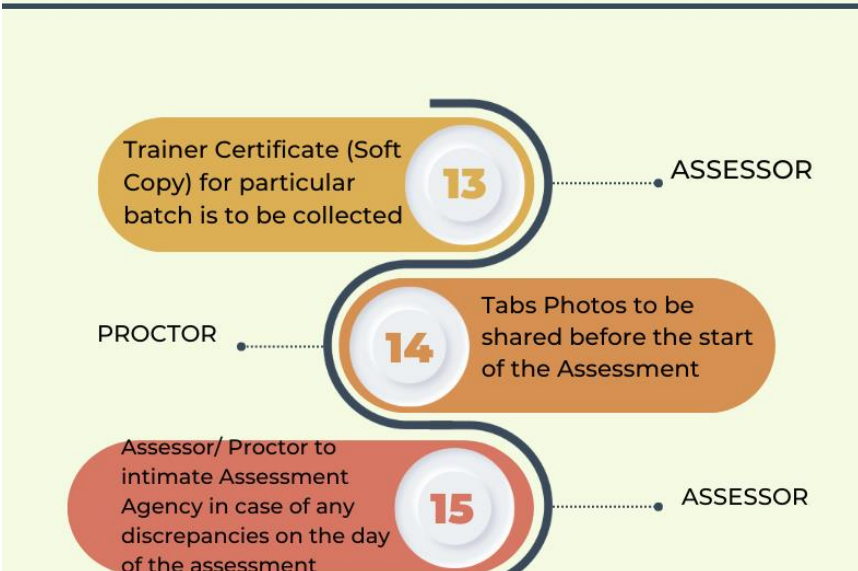- **During Assessment**

- **Post- Assessment**

Pre – Assessment Instructions:

PRE-ASSESSMENT INSTRUCTIONS:

1. ENSURE THE AVAILABILITY OF ASSESSMENT TOOLS
2. PROPER DRESS CODE
3. REACH THE VENUE 30 MIN BEFORE ASSIGNED TIME
4. ON REACHING THE CENTER, ASSESSOR TO GEO TAG AND SHARE WITH AA
5. CHECK/VERIFY THE AUTHENTICITY OF CANDIDATES
6. CHECK THE BIOMETRIC ATTENDANCE RECORD
7. ORIENTATION FOR CANDIDATES BEFORE THE START OF EXAM
8. CHECK THE TRAINER'S TOT CERTIFICATE
9. CHECK THE TP/TC'S PREMISES AS PER SSC'S GUIDELINES
10. AVOID UNETHICAL PRACTICES

PRE-ASSESSMENT PROCESS

NOTE: 70% ATTENDANCE IS MANDATORY IN PMKVY 4.0

During Assessment Instructions:

INSTRUCTIONS FOR THE ASSESSMENT PROCESS

1. Authenticate the ID card of the candidate (Aadhar Card) — ASSESSOR
2. Connect with Assessment Agency (AA) in case of non-availability of Aadhar Card — ASSESSOR
3. Inform the AA if Candidate attendance is not as per the SSC Guidelines — ASSESSOR
4. Theory Exam to be conducted on TABS (Each Candidate) — PROCTOR
5. Practical activities to be conducted in groups (5 Candidates/Group) — ASSESSOR

ASSESSOR .... **6** Viva to be conducted one on one for each candidate (Assessor & Candidate)

Videos and Photos of Theory, Practical & Viva exams are to be recorded, captured and should be geotagged **7** .... PROCTOR

ASSESSOR & PROCTOR .... **8** Group Photo of present candidates with Assessor is mandatory

Ensure the attendance of each candidate is marked properly on SIP or any other app used by SSC **9** .... ASSESSOR

ASSESSOR .... **10** Attendance Sheet to be signed by each present Candidate and it should also be duly signed and stamped by Training Partner. Avoid overwriting

Absent Candidate should be marked "ABSENT" using a red pen **11** .... ASSESSOR

ASSESSOR & PROCTOR .... **12** Share all evidence including docs before leaving the assessment location/premises

INSTRUCTIONS FOR THE ASSESSMENT PROCESS

Trainer Certificate (Soft Copy) for particular batch is to be collected **13** .... ASSESSOR

PROCTOR .... **14** Tabs Photos to be shared before the start of the Assessment

Assessor/ Proctor to intimate Assessment Agency in case of any discrepancies on the day of the assessment **15** .... ASSESSOR

Post – Assessment Instructions:

POST-ASSESSMENT INSTRUCTIONS

01 **ASSESSOR & PROCTOR**
To ensure the submission of Documents Soft Copy & Evidence.

02 **ASSESSOR**
To ensure the submission of Attendance on SIP or any other portal in use.

03 **PROCTOR**
To ensure the Result Sync for present Candidates.

04 **ASSESSOR**
To ensure that Hard Copies of the Assessment Docs are dispatched at Assessment Agency's Address.

05 **ASSESSOR & PROCTOR**
Submission of Invoice/bill against the batch on a monthly basis

6. Evidence

Evidence gathering is a means to monitor an assessment for improving quality, meeting standard guidelines. Each AB/SSC has their own specific evidences requirement. Evidence in an assessment can be captured in number of ways including means such as tablets or cameras etc.

S.no	Evidence Type	Details
1.	Candidate's KYC	• Candidates Photo with Aadhar Card. Both the Candidate's Face and the ID proof should be visible in the photograph.
2.	Group Photograph	• A Group photograph of present Candidates with the Assessor at Assessment Center. The Candidates face should be clearly visible.
3.	Infrastructure and Equipment/Tools validation	• Photographs of the Training Center, Equipment/tools as per the requirement • In case of any deviation, connect with AA immediately.
4.	Documents	• Attendance Sheet, Annexure M, Malpractice Form, VTP Feedback Form, Candidate's Feedback Form and other required docs should be duly signed and stamped by the mandated authority.
5.	Assessment Evidences	• Photos of Theory, Practical and Viva Assessments • Videos of Theory, Practical and Viva Assessments • Minimum 2 minutes of Viva Videos for each present Candidates **Note:** - All the photos/videos should be geo-tagged/ time stamped.

7. Assessment Result

The results of assessments are used to monitor the progress of students, diagnose their needs, and make instructional plans. These are also used to certify that Learners have achieved a required level of mastery or have met industry standards.
With respect to result generation protocols, it is recommended that Assessor's should:

- Ensure to share the result with the authorized person as per the format maintaining confidentiality.
- To ensure that the result is kept confidential and is handed over to the AA immediately in safe and secure manner as per the protocols set by the SSC/AB.

8. Code of Conduct

Assessor should –

- Assessments that have been conducted by the assessor, it needs to be communicated clearly by him to all participating Trainees, administrators, and other responsible incumbents.
- The assessment should happen only on the pre-defined criteria; no new aspects should be added later, nor any aspect should be measured that might not be in the list of pre-defined criteria for assessment. These dimensions and aspects are to be clearly defined to the participants in advance.
- It is recommended that any competency or dimension may be measured more than once if required to clearly establish its presence or absence in the participants
- The selection of participants for assessments should be a standardized process so that people of similar level, knowledge and skills are put together for assessments.
- It should be encouraged that the assessor understands the level of the participants, cultural context and sensitivity.
- While video recording, writing verbatim, role plays during practical or other exercises, the consent of the participants should be sought so that they do not feel threatened. If they refuse, the assessors should explain the necessity and only then use such a recording method.
- The differing needs and requirements of the candidates, the local enterprise/s and/or industry should be identified and handled with sensitivity.
- The simulation exercises should be developed by well qualified and trained professionals which would be used during assessments.
- The reliability and validity and fairness of the assessment tools have to be established prior to use.
- Potential forms of conflict of interest in the assessment process and/or outcomes should be identified, and appropriate referrals should be made, if necessary
- All forms of harassment should be prohibited throughout the assessment process and in the review and assessment outcome
- The rights of candidates should be protected during and after the assessment process.
- Candidates should be made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Assessment decisions should be based on available evidence that can be produced and verified by another assessor if required.
- Assessments should be conducted within the boundaries of the assessment system policies and procedures.

- Assessment systems and tools should be consistent with equal opportunity rights. It means there should be no deviation in the assessment process and it should be uniform and not affected in any environment.
- Candidates should be informed of all assessment reporting processes prior to the assessment.
- Confidentiality should be maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission from competent authority.
- Assessor should be honest, impartial and committed to protecting the national Interest by conducting rigorous, objective and fair assessments.
- Assessor should strive to increase the competence and prestige of the assessment profession.

Assessor should not:

- Accept gifts or hospitality for any reason or purpose; nor show favor or disfavor to anyone.
- Disclose confidential information acquired in the course of the assessment, without the consent of the parties concerned or unless disclosure is clearly in the public interest.
- Approach training staff or candidates for recruitment purposes or any other wrong intention.
- Approach training staff or candidates to use the assessor's services for future business.
- Accept bribery in any form.
- No assessor shall use his/her official position to secure unwarranted privileges for him/herself, family, business associates, or any other person wherein said member benefits directly or indirectly.
- If an Assessor, or an assessing department employee, finds that in his/her own assessing district, a matter arises in which he/she or their family have a financial interest, they must advise the Board of assessors and refrain from any participation in the matter.
- The assessor shall avoid consumption of alcohol, gutka, cigarette, etc. during assessment visits.

9. **Possible reasons for BLACKLISTING of assessor in consequence management system**

   ➢ In case the Assessor leaks out the question paper or result to any person other than the AA's SPOC.
   ➢ In case of asking any obligations from the TP in cash/kind/service.
   ➢ In case the assessor is found making adjustments of Absentee candidates with TP/TC.
   ➢ In case it is found that assessor is consuming alcohol, gutka, cigarette, etc. during assessment visits.
   ➢ If the Assessor is found working with more than 4 AA.
   ➢ In case the Assessor deputes a non-certified assessor to conduct an assessment on his/her behalf.
   ➢ In case the Assessor is found guilty or involved in some irresponsible behavior.
   ➢ In case the Assessor does not submit the documents, evidences.

10. Proctor

Proctors are facilitators who ensure smooth assessment delivery. Proctors must be made aware of the key processes and compliance before getting deployed on the field. They should also be made familiarized with the platform functionalities to oversee the assessment and be aware of possible areas of malpractice and steps to be taken in case of observing any malpractice happening during the assessment.

Role of Proctor

- **Delivery on PC/Laptops** - If the assessment is happening on the computer systems, then ensuring that the computer systems are compatible and ready for assessment platform
- **Delivery on tablets** - If the assessment is happening on the tablets, then ensuring that the tablets are fully charged and compatible for assessment platform
- **Geotagging** – Proctor should capture his/her location in the assessor app (wherever applicable) and AA platform
- **Capturing** the required documents and infrastructure available at training center (classroom with banner, counselling room with banner, trainee feedback form, enrollment forms)
- **360-degree feedback collection** – Proctor should capture feedback of candidates and training partner SPOC after the completion of assessments. Candidate feedback should be captured digitally with a follow up link after the completion of theory assessment. TP and assessor's feedback should also be captured digitally after the completion of assessment process using an online questionnaire.
- **Documentation** – Proctor should collect all the documents used and captured during the assessment process.
- **Technical assistance** - Debugging and resolving any technical issues/queries arising in the assessment platform during assessment to facilitate smooth conduct of assessment
- **Evidence collection** – Proctor should capture photos and videos during the progression of assessment as per the scheme and SSC guidelines. If the assessment is happening in various slots, then ensuring that evidence is captured from every slot.

Note: - Proctor is to support assessor however final responsibility is of assessor so that assessment is carried out as per the required guidelines.