Qualification Pack

Food Safety Team Leader

QP Code: FIC/Q7604

Version: 2.0

NSQF Level: 5.5

Food Industry Capacity & Skill Initiative || Shriram Bharatiya Kala Kendra, 3rd floor, 1, Copernicus Marg, Mandi House, New Delhi, Delhi 110001

Contents

FIC/Q7604: Food Safety Team Leader

Brief Job Description

A Food Safety Team Leader is responsible for designing, implementing, and managing the Food Safety Management System (FSMS), ensuring compliance with regulations. The individual's key duties include conducting audits, handling customer complaints, and ensuring food safety across the workplace.

Personal Attributes

The individual should have attention to detail, leadership, project management, analytical thinking, and problem-solving skills. The person should also have effective communication skills, adaptability and organizational skills for success in this role.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. FIC/N7613: Design, develop and implement Food Safety Management System (FSMS)

2. FIC/N7614: Conduct food safety audits and handle customer complaints

3. FIC/N9904: Ensure food safety at the workplace

4. DGT/VSQ/N0102: Employability Skills (60 Hours)

Qualification Pack (QP) Parameters

Sector	Food Processing
Sub-Sector	Generic
Occupation	Quality Analysis/ Assurance
Country	India
NSQF Level	5
Credits	1
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5220.60

Minimum Educational Qualification & Experience	UG degree in relevant field with 3 years of relevant experience OR UG diploma in relevant filed with 5 years of relevant experience OR Previous relevant Qualification of NSQF Level 5 with 1.5 years of experience in food processing OR Previous relevant Qualification of NSQF Level 4.5 with 3 years of experience in food processing
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	21 Years
Last Reviewed On	
Next Review Date	
NSQC Approval Date	
Version	2.0
Reference code on NQR	
NQR Version	

FIC/N7613: Design, develop and implement the Food Safety Management System (FSMS)

Description

This unit focuses on designing, developing, and implementing a compliant Food Safety Management System (FSMS) by evaluating safety requirements, identifying hazards, establishing Critical Control Points (CCPs), and ensuring continuous improvement through monitoring, corrective actions, and team training.

Scope

The scope covers the following:
- Design and develop FSMS
- Implement FSMS
- Verify and update FSMS

Elements and Performance Criteria

Design and develop FSMS

To be competent, the user/individual on the job must be able to:
- **PC1.** evaluate the organization's food safety requirements by assessing existing policies, procedures, operations, and product specifications
- **PC2.** identify potential hazards and areas for improvement
- **PC3.** define Food Safety Management System (FSMS) needs by outlining product descriptions, regulatory guidelines, customer expectations, and team roles
- **PC4.** initiate FSMS development by completing pre-HACCP steps for the food processing unit
- **PC5.** create a cross-functional food safety team and assign roles and responsibilities
- **PC6.** communicate product details, e.g. name, category, MRP, shelf life, regulatory requirements, to the team
- **PC7.** assess customer needs and product composition to align with safety goals
- **PC8.** create process flowcharts following GMP, GHP, and applicable regulations for all production stages
- **PC9.** review and verify process flowcharts, identifying and addressing food safety gaps
- **PC10.** identify employee training needs and develop relevant programs
- **PC11.** conduct hazard analysis and categorize risks (i.e. physical, chemical, biological, allergenic)
- **PC12.** assess factors influencing hazard occurrence and severity
- **PC13.** identify Critical Control Points (CCPs) to prevent, eliminate, or reduce hazards
- **PC14.** establish measurable critical control limits for each CCP
- **PC15.** develop a monitoring plan and assign responsibilities for tracking CCPs
- **PC16.** implement corrective actions when critical limits are not met
- **PC17.** use decision trees or similar tools to guide corrective actions
- **PC18.** verify the HACCP plan for accuracy and effectiveness
- **PC19.** ensure all hazards are managed via CCPs and control limits
- **PC20.** develop and implement audit plans, procedures, and checklists
- **PC21.** establish record-keeping procedures for effective FSMS monitoring
- **PC22.** schedule regular reviews of the FSMS to ensure ongoing compliance

Implement FSMS

To be competent, the user/individual on the job must be able to:
- **PC23.** communicate FSMS policies and product specs to employees, ensuring proper signage and

access to information
- **PC24.** identify and fulfill training needs for FSMS implementation
- **PC25.** ensure availability of tools and systems to monitor CCPs and critical limits
- **PC26.** monitor pre-requisite programs, SOPs, CCPs, traceability, and consumer feedback to ensure FSMS effectiveness
- **PC27.** identify non-compliance issues and implement corrective actions
- **PC28.** manage non-conforming products, including market recalls when necessary
- **PC29.** implement preventive actions to maintain FSMS integrity

Verify and update FSMS

To be competent, the user/individual on the job must be able to:
- **PC30.** verify the HACCP plan regularly, reviewing all associated documents and procedures
- **PC31.** address and document changes to practices following food safety breaches, ensuring team communication and action plans
- **PC32.** update FSMS as required, securing necessary approvals from relevant authorities

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:
- **KU1.** the standards, policies, and procedures relevant to food safety and food quality followed in the company
- **KU2.** the cleaning and sanitation procedures and their importance in maintaining food safety
- **KU3.** the fundamentals of Good Manufacturing Practices (GMP) and Good Hygiene Practices (GHP)
- **KU4.** the schedule IV requirements of FSSAI
- **KU5.** the relevant food safety regulations and standards, including FSSAI, ISO 22000, and HACCP
- **KU6.** the difference between Pre-Requisite Programs (PRPs), Operational Pre-Requisite Programs (OPRPs), and Critical Control Points (CCPs)
- **KU7.** the product specifications and the ability to meet product parameters with regulatory and safety standards
- **KU8.** the seven principles of the HACCP plan and its application in food safety management
- **KU9.** the application of decision trees for CCP identification and corrective action determination
- **KU10.** the acceptable, tolerable, and unacceptable levels of food safety risk
- **KU11.** the target value, warning value, and critical limits of potential hazards
- **KU12.** the types of hazards (biological, chemical, physical, and allergenic) that pose potential risks to food safety
- **KU13.** the hazard analysis processes, including identification, categorization, and risk assessment
- **KU14.** Critical Control Points (CCPs), their establishment, and monitoring systems
- **KU15.** the use of risk assessment tools for identifying, assessing, and prioritizing food safety improvements
- **KU16.** the appropriate corrective actions based on Codex Alimentarius guidelines and other best practices
- **KU17.** the steps required before HACCP implementation, such as process mapping, hazard identification, and validation
- **KU18.** the process flowchart creation based on GMP, GHP, and regulatory guidelines for all production stages
- **KU19.** the cross-functional team creation and role assignment in food safety management
- **KU20.** the methods for assessing and fulfilling employee training needs related to food safety and FSMS
- **KU21.** the importance of training on ingredient handling, PRPs, and other relevant FSMS topics
- **KU22.** the cross-contamination risks and allergen management strategies
- **KU23.** the process of supplier quality assurance, including product specification requirements and compliance with safety standards
- **KU24.** the manufacturing process for various food products, from receiving ingredients to dispatching

finished goods
KU25. the relevance of pest management and implementation of effective pest control programs
KU26. the methods and chemicals used to control different types of pests in food processing areas
KU27. the procedures for monitoring CCPs, PRPs, SOPs, and auditing practices to ensure FSMS compliance
KU28. the record-keeping and documentation procedures for FSMS audits and reviews
KU29. the identification of non-conformances in FSMS and methods to implement corrective and preventive actions
KU30. the methods for conducting rapid product traces and recalls when necessary due to food safety breaches
KU31. the tools and systems (e.g., database management, monitoring systems) required for CCP and critical limit measurements
KU32. the methods for reviewing and updating the HACCP plan, including flowcharts, procedures, and documentation
KU33. the change management practices for addressing food safety breaches and ensuring team communication
KU34. the importance of continuous FSMS reviews to maintain compliance and update systems as required

Generic Skills (GS)

User/individual on the job needs to know how to:
GS1. communicate effectively with team members, superiors, and stakeholders, both verbally and in writing
GS2. identify, analyze, and solve problems using logical and structured approaches
GS3. work collaboratively with colleagues from different departments and contribute to a positive working environment
GS4. manage time efficiently, prioritizing tasks and meeting deadlines while maintaining quality standards
GS5. ensure accuracy and thoroughness in all work tasks, particularly when dealing with data, measurements, and quality checks
GS6. adapt to changing circumstances, work conditions, and evolving job requirements while maintaining performance
GS7. evaluate situations, consider various perspectives, and make informed decisions to improve processes and solve problems
GS8. use computers and software applications relevant to the job role
GS9. perform mathematical calculations and apply numerical reasoning in job tasks, such as measurements, data analysis, and quality control
GS10. adhere to workplace safety protocols, including the identification and mitigation of hazards to ensure a safe working environment
GS11. organize work tasks, documents, and materials efficiently, maintaining a well-ordered workspace and managing resources effectively

National Occupational Standards (NOS) Parameters

NOS Code	FIC/N7613
NOS Name	Design, develop and implement the Food Safety Management System (FSMS)
Sector	Food Processing
Sub-Sector	Generic
Occupation	Quality Analysis/ Assurance
NSQF Level	5.5
Credits	TBD
Version	2.0
Last Reviewed Date	NA
Next Review Date	
NSQC Clearance Date	

FIC/N7614: Conduct food safety audits and handle customer complaints

Description

This unit is about conducting audit and handling customer complaints by reviewing food safety management system involving inspection of processes, parameters, overall hygiene of workplace with relevant documentation.

Scope

The scope covers the following:
- Plan and prepare for the audit
- Conduct the audit
- Consolidate and review audit outcomes
- Handle customer complaints

Elements and Performance Criteria

Plan and prepare for the audit

To be competent, the user/individual on the job must be able to:
PC1. define the scope and extent of the audit
PC2. identify evidence needed and select appropriate collection methods
PC3. determine employee roles and responsibilities during the audit
PC4. develop and obtain management approval for the audit plan
PC5. prepare resources and plan for non-conformance closure

Conduct the audit

To be competent, the user/individual on the job must be able to:
PC6. communicate the audit scope and process effectively to all involved personnel
PC7. follow the audit plan and verify compliance with the food safety management system using the audit checklist
PC8. record and address deviations from procedures or policies
PC9. collect evidence of conformities and non-conformities
PC10. ensure full coverage of all processes and premises in the audit

Consolidate and review audit outcomes

To be competent, the user/individual on the job must be able to:
PC11. prepare and submit audit reports based on the audit scope
PC12. report non-conformities per the food safety system
PC13. review evidence to ensure it meets food safety management system requirements
PC14. assess audit findings for legal and system compliance
PC15. collect root cause analyses and corrective/preventive actions from auditees
PC16. verify the implementation of corrective/preventive actions
PC17. monitor corrective actions and ensure closure
PC18. implement appropriate measures if deviations persist
PC19. review and enhance audit programs as needed
PC20. document amendments to the audit report or HACCP plan

Handle customer complaints

To be competent, the user/individual on the job must be able to:
PC21. address customer complaints regarding food quality
PC22. identify the root cause and take corrective actions to prevent recurrence
PC23. execute product recalls if necessary
PC24. implement appropriate procedures to manage non-compliance
PC25. report non-compliance to regulatory authorities as required

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:
KU1. the food quality and safety policies, procedures, and processes related to the FSMS
KU2. the risks and impacts associated with not following defined procedures and work instructions concerning food safety
KU3. the Hazard Analysis and Critical Control Points (HACCP), Good Hygiene Practices (GHP), Good Manufacturing Practices (GMP), Prerequisite Programs (PRPs), Operational PRPs (OPRPs), and Critical Control Points (CCPs)
KU4. the Food Safety and Standards Authority of India (FSSAI) regulations and Standard Operating Procedures (SOPs) for food safety
KU5. the critical limits for potential food safety risks, and how to manage these within acceptable ranges
KU6. how to assess the severity and likelihood of hazards occurring within food production processes, and understanding the probability of these risks
KU7. the relevant documents and records required to conduct thorough audits, including checklists, forms, and evidence collection tools
KU8. how to effectively plan and conduct audits across various departments using predefined checklists
KU9. the process of preparing and managing control documents, audit formats, and documentation necessary for an effective audit process
KU10. the importance of clear communication with food safety team members and understanding teamwork dynamics to ensure smooth audit processes
KU11. Root Cause Analysis (RCA) and the Corrective Actions and Preventive Actions (CAPA) system for identifying and addressing non-conformities
KU12. the protocols for a food safety audit
KU13. the tools and techniques used by auditors, such as sampling methods, checklists, audit templates, and compliance assessment tools
KU14. different types of customer complaints related to food quality
KU15. the importance of maintaining accurate customer complaint logs related to food quality or safety
KU16. how to identify the root cause of customer complaints using investigative methods such as data analysis, interviews, and process reviews
KU17. the procedures for conducting product recalls, including forward and backward traceability
KU18. the reporting procedures for non-conformities, including when and how to escalate issues to relevant authorities or internal management
KU19. the protocols regarding personal hygiene (e.g., jewellery, dress code) and the roles of employees in maintaining food safety and integrity within the production environment

Generic Skills (GS)

User/individual on the job needs to know how to:
GS1. communicate effectively with team members, superiors, and stakeholders, both verbally and in writing
GS2. identify, analyze, and solve problems using logical and structured approaches

GS3. work collaboratively with colleagues from different departments and contribute to a positive working environment

GS4. manage time efficiently, prioritizing tasks and meeting deadlines while maintaining quality standards

GS5. ensure accuracy and thoroughness in all work tasks, particularly when dealing with data, measurements, and quality checks

GS6. adapt to changing circumstances, work conditions, and evolving job requirements while maintaining performance

GS7. evaluate situations, consider various perspectives, and make informed decisions to improve processes and solve problems

GS8. use computers and software applications relevant to the job role

GS9. perform mathematical calculations and apply numerical reasoning in job tasks, such as measurements, data analysis, and quality control

GS10. adhere to workplace safety protocols, including the identification and mitigation of hazards to ensure a safe working environment

GS11. organize work tasks, documents, and materials efficiently, maintaining a well-ordered workspace and managing resources effectively

National Occupational Standards (NOS) Parameters

NOS Code	FIC/N7614
NOS Name	Conduct food safety audits and handle customer complaints
Sector	Food Processing
Sub-Sector	Generic
Occupation	Quality Analysis/ Assurance
NSQF Level	5.5
Credits	TBD
Version	2.0
Last Reviewed Date	
Next Review Date	
NSQC Clearance Date	

FIC/N9904: Ensure food safety at the workplace

Description

This unit is about performing various tasks to ensure food safety at the workplace.

Scope

The scope covers the following:

- Ensure food safety at the workplace

Elements and Performance Criteria

Ensure food safety at the workplace

To be competent, the user/individual on the job must be able to:
- **PC1.** identify the biological, chemical, and physical hazards at various stages of food processing Stages: procurement of raw material; production, manufacturing, distribution, delivery of finished product, etc.
- **PC2.** implement food safety procedures and regulatory policies at the food processing workplace. Policies: Visitor's Policy, Health declaration policy, Jewellery policy, Quality, and safety policy
- **PC3.** ensure that the materials are adequately isolated to prevent them from contamination. Materials: raw materials, processed materials, finished goods, etc. Contamination: Physical, Chemical, Biological & shop floor environment
- **PC4.** establish and follow Good Manufacturing Practices (GMPs) laid down in applicable Food Safety and Standards Authority of India (FSSAI) guidelines. Good Manufacturing Practices (GMPs): location and layout(ergonomics), cleaning and sanitation, equipment and containers, pest control, facilities (lighting, water supply, drainage and waste disposal, air quality and ventilation), food storage, transportation, distribution etc.
- **PC5.** establish and follow allergen management system for handling and storage of raw materials
- **PC6.** establish and follow monitoring systems like Hazard Analysis Critical Control Point (HACCP), product information and consumer awareness, product recall and withdrawal, and traceability HACCP: Hazard identification, identification of critical control points, establish critical limits, corrective and preventive action. Product information and consumer awareness: Product labelling and consumer education. Traceability: forward and backward traceability
- **PC7.** take appropriate action in instances such as VACCP (Vulnerability Assessment Critical Control Points) and TACCP (Threat Assessment Critical Control Points)
- **PC8.** plan, conduct, manage, consolidate outcomes, and close corrective actions of workplace audit on food safety as per FSSAI guidelines, address the non-conformance with root cause analysis (RCA), corrective action preventive action(CAPA)
- **PC9.** address issues pertaining to food safety and quality reported by the team members
- **PC10.** record information such as food safety regulations followed, inspections done, faults observed, etc. as per standard procedure
- **PC11.** organize trainings and workshops on food safety aspects such as Good Manufacturing Practices (GMP), HACCP, VACCP, TACCP, etc.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:
- **KU1.** various processes that take place in a food industry
- **KU2.** biological, chemical, and physical hazards in a food industry

KU3. types of food contaminations, their causes, and ways to prevent it

KU4. organisational policy and procedures for ensuring food safety(such as Visitor's Policy, Health declaration policy, Jewelry policy, Quality, and safety policy)

KU5. applicable regulations for ensuring food safety as listed in 'The Food Safety and Standards Act, 2006'

KU6. role of HACCP in food industry, its constituents and procedure to implement it in an organisation

KU7. VACCP and TACCP and how to implement it effectively

KU8. how to conduct workplace food safety audits

KU9. types of allergen and allergen management at workplace

KU10. key observations and corrective actions to be applied for ensuring food safety

KU11. various issues that can arise during production and other processes as faced by team

KU12. information to be recorded in the work process

KU13. how to do root cause analysis and perform corrective action and preventive actions

KU14. how to conduct training of workforce on various food safety procedures such as GMP, HACCP, information to be shared, ways to report accidents, escalation of issues beyond own scope, etc.

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. write an accident/incident report in local language or English

GS2. read and comprehend basic content to read labels, charts, signages and symbols

GS3. read and comprehend basic English to read product manuals for safe operation

GS4. question coworkers appropriately in order to clarify instructions and other issues

GS5. make appropriate decisions pertaining to the concerned area of work regarding the work objective, span of authority, responsibility, laid down procedure and guidelines

GS6. plan and organize the work schedule, work area, tools, equipment, and materials for improved productivity

GS7. identify probable solutions to the problems in hand

GS8. evaluate proposed solution with respect to key priorities and considerations

GS9. seek official and authorised sources of help and guidance to resolve problems that cannot be solved at one's level of authority

GS10. identify cause and effect relations in their area of work to anticipate potential problems and their solution

GS11. analyse the problem, suggest corrective actions and implement workable solutions

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Ensure food safety at the workplace	30	70	-	-
PC1. identify the biological, chemical, and physical hazards at various stages of food processing. Stages: procurement of raw material; production, manufacturing, distribution, delivery of finished product, etc.	-	-	-	-
PC2. implement food safety procedures and regulatory policies at the food processing workplace. Policies: Visitor's Policy, Health declaration policy, Jewellery policy, Quality, and safety policy	-	-	-	-
PC3. ensure that the materials are adequately isolated to prevent them from contamination. Materials: raw materials, processed materials, finished goods, etc. Contamination: Physical, Chemical, Biological & shop floor environment	-	-	-	-
PC4. establish and follow Good Manufacturing Practices (GMPs) laid down in applicable Food Safety and Standards Authority of India (FSSAI) guidelines. Good Manufacturing Practices (GMPs): location and layout(ergonomics), cleaning and sanitation, equipment and containers, pest control, facilities (lighting, water supply, drainage and waste disposal, air quality and ventilation), food storage, transportation, and distribution etc.	-	-	-	-
PC5. establish and follow allergen management system for handling and storage of raw materials	-	-	-	-
PC6. establish and follow monitoring systems like Hazard Analysis Critical Control Point (HACCP), product information and consumer awareness, product recall and withdrawal, and traceability HACCP: Hazard identification, identification of critical control points, establish critical limits, corrective and preventive action. Product information and consumer awareness: Product labelling and consumer education. Traceability: forward and backward traceability	-	-	-	-
PC7. take appropriate action in instances such as VACCP (Vulnerability Assessment Critical Control Points) and TACCP (Threat Assessment Critical Control Points)	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC8. plan, conduct, manage, consolidate outcomes, and close corrective actions of workplace audit on food safety as per FSSAI guidelines, address the non-conformance with root cause analysis (RCA), corrective action preventive action(CAPA)	-	-	-	-
PC9. address issues pertaining to food safety and quality reported by the team members	-	-	-	-
PC10. record information such as food safety regulations followed, inspections done, faults observed, etc. as per standard procedure	-	-	-	-
PC11. organize trainings and workshops on food safety aspects such as Good Manufacturing Practices (GMP), HACCP, VACCP, TACCP, etc.	-	-	-	-
NOS Total	30	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	FIC/N9904
NOS Name	Ensure food safety at the workplace
Sector	Food Processing
Sub-Sector	Generic
Occupation	Generic
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	17/11/2022
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following:

- Introduction to Employability Skills
- Constitutional Values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

PC1. identify employability skills required for jobs in various industries
PC2. identify and explore learning and employability portals

Constitutional values – Citizenship

To be competent, the user/individual on the job must be able to:

PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
PC4. follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

PC5. recognize the significance of 21st Century Skills for employment
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

PC7. use basic English for everyday conversation in different contexts, in person and over the telephone

PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English

PC9. write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

PC10. understand the difference between job and career

PC11. prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills & Team Work

To be competent, the user/individual on the job must be able to:

PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings

PC13. interact with reporting superior concerning the job order, work output requirements, targets, performance indicators and incentives

PC14. ensure the timely completion of tasks through effective coordination, and as the applicable quality standards

PC15. ensure timely resolution of any problems, complaints and delays through coordination with the relevant personnel and superiors

PC16. practice active communication and respect with the personnel and superiors to achieve a smooth workflow and resolve work standards and quality-related concerns

PC17. maintain appropriate documentation concerning the completed work schedule as per the organizational requirements

PC18. prioritize team work and work towards achieving the shared goals by supporting team members

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

PC19. communicate, and behave appropriately with all genders and PwD

PC20. educate the co-workers on women's rights and the respect they should be given

PC21. follow and implement the recommended practices to prevent sexual harassment, physical and verbal abuse, and objectification of women

PC22. follow the appropriate safety precautions while taking transportation facilities and night trips, as applicable

PC23. escalate any issues related to abuse and sexual harassment at workplace according to POSH Act and organizational procedure

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

PC24. select financial institutions, products and services as per requirement

PC25. carry out offline and online financial transactions, safely and securely

PC26. identify common components of salary and compute income, expenses, taxes, investments etc.

PC27. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

PC28. operate digital devices and carry out basic internet operations securely and safely

PC29. use e- mail and social media platforms and virtual collaboration tools to work effectively

PC30. use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

PC31. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research

PC32. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion

PC33. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

PC34. follow the 5S standards to organise the workplace and create a productive work environment

Customer Service

To be competent, the user/individual on the job must be able to:

PC35. identify different types of customers

PC36. follow and implement appropriate hygiene, grooming standards and professional dress code at work

PC37. communicate politely, professionally and positively with customers and encourage the personnel to do the same

PC38. build effective but impersonal relationships with customers

PC39. practice and encourage active listening for effective communication with customers and co-workers

PC40. ensure effective probing of customers to identify their needs and expectations

PC41. ensure appropriate products and services and relevant information is provided to customers

PC42. follow and implement appropriate practices to respect cultural and social differences

PC43. provide appropriate products and services to customers based on their needs

PC44. maintain effective communication with customers, keeping them informed regarding any issues and developments involving them

PC45. identify and address customer dissatisfaction and complaints promptly and effectively

PC46. follow the company's code of behaviour to enhance its brand value, treating customers fairly and honestly

PC47. obtain customer feedback and implement appropriate measures to improve customer satisfaction

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC48. create a professional Curriculum vitae (Résumé)

PC49. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC50. apply to identified job openings using offline /online methods as per requirement

PC51. answer questions politely, with clarity and confidence, during recruitment and selection

PC52. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability-related portals

KU2. various constitutional and personal values

KU3. the impacts of pollution, toxins, waste, environmental degradation & climate change

KU4. different environmentally sustainable practices and their importance

KU5. Twenty first (21st) century skills and their importance

KU1. the importance of English in career path

KU2. how to use the English language for effective verbal (face-to-face and telephonic) and written communication in a formal and informal setup

KU3. the appropriate practices to improve English skills, including dictation and relevant games

KU4. paper and rapid reading and letter writing

KU5. the basic format for letter and memo writing

KU6. the importance of communication and professional communication

KU7. how to communicate with superiors and subordinates

KU8. the techniques for effective communication (including hand gestures) and public speaking

KU9. how to give a personal introduction and present oneself

KU10. the importance of ambitions, career development and setting long and short-term goals

KU11. the 3 Vs of communication, i.e. visual, vocal, and verbal

KU12. the appropriate soft skills for career growth

KU13. the 5S Standards and their implementation

KU14. the best practices for leading teams

KU15. the appropriate code of conduct

KU16. the importance of being fair and firm with staff to achieve the work objectives

KU17. leave and attendance management

KU18. the importance of upskilling self and staff for continuous improvement

KU19. the methods adopted to ensure the safety of women, e.g. CCTV cameras, security guards, women's helpline

KU20. the POSH Act

KU21. gender sensitivity and inclusivity

KU22. different types of financial institutes, products, and services

KU23. how to compute income and expenditure

KU24. importance of maintaining safety and security in offline and online financial transactions

KU25. different legal rights and laws

KU26. different types of digital devices and the procedure to operate them safely and securely

KU27. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU28. how to identify business opportunities

KU29. the types and needs of customers

KU30. how to communicate with customers

KU31. how to apply for a job and prepare for an interview

KU32. apprenticeship scheme and the process of registering on apprenticeship portal

KU33. project Planning, Task Allocation, Estimation

KU34. ISO Standards, Certification and Audit

KU35. the supervisory Skills

KU36. the purchase, inspection, indenting and recordkeeping procedure for stores

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

GS3. behave politely and appropriately with all

GS4. how to work in a virtual mode

GS5. perform calculations efficiently

GS6. solve problems effectively

GS7. pay attention to details

GS8. manage time efficiently

GS9. maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
Basic English Skills	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
Career Development & Goal Setting	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
Communication Skills	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
Diversity & Inclusion	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc.	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
Essential Digital Skills	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
Entrepreneurship	2	3	-	-

PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	**20**	**30**	**-**	**-**

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.

2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.

3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).

5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.

6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level: 70

(**Please note**: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
Total						

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
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 (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
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.
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.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment 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.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.