

## Qualification Pack



# Quality Check Technician (Ceramics)

QP Code: HCS/Q1001

Version: 2.0

NSQF Level: 3.5

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## Qualification Pack

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## Qualification Pack

### HCS/Q1001: Quality Check Technician (Ceramics)

#### Brief Job Description

The individual at the job receives and checks the product against the predefined quality parameters. Random samples received from various product lines are checked for conformity to the predefined quality parameters.

#### Personal Attributes

The job requires the individual to have: high concentration, excellent vision, eye for detail, communication and hand eye coordination

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [HCS/N1001: Understand the quality parameters](#)
2. [HCS/N1002: Perform quality check](#)
3. [HCS/N9901: Coordinate with colleagues and work as a team](#)
4. [HCS/N9902: Maintain Safe and Healthy Work Environment](#)
5. [HCS/N9903: Maintain Personal Hygiene](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics)
<b>Occupation</b>	Quality Control & Testing-Ceramics
<b>Country</b>	India
<b>NSQF Level</b>	3.5
<b>Credits</b>	14
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7329.35

## Qualification Pack

<b>Minimum Educational Qualification &amp; Experience</b>	<p>11th grade pass OR Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass and pursuing continuous schooling OR 10th grade pass with 1 Year of experience OR 8th grade pass with 3 Years of experience OR Previous relevant Qualification of NSQF Level (3 with 1.5 year relevant experience) OR Previous relevant Qualification of NSQF Level (2.5 with 3 year relevant experience)</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	27/01/2022
<b>Next Review Date</b>	27/01/2025
<b>Deactivation Date</b>	27/01/2025
<b>NSQC Approval Date</b>	27/01/2022
<b>Version</b>	2.0
<b>Reference code on NQR</b>	2022/HC/HCSSC/05156
<b>NQR Version</b>	2.0

## Qualification Pack

### HCS/N1001: Understand the quality parameters

#### Description

This OS unit is about understanding the various quality parameters that are defined for the quality checking wrt product / consumer expectations.

#### Scope

The scope covers the following :

- receive the quality check parameters and schedule
- understand the quality check parameters
- understand QC reporting

#### Elements and Performance Criteria

##### *Receive the quality check parameters and schedule*

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

- PC1.** communicate with the qc head.
- PC2.** receive the predefined quality parameters from the qc head
- PC3.** discuss the parameters with the qc team
- PC4.** clarify any doubts on the qc parameters with the qc head
- PC5.** analyze and understand the job sheet
- PC6.** receive and analyse the qc schedule
- PC7.** highlight any discrepancies if observed
- PC8.** highlight missing/required qc parameters

##### *Understand the quality check parameters*

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

- PC9.** understand the rationale behind the defined parameters
- PC10.** relate the stage of production which is associated with the parameters
- PC11.** understand how to apply the parameters when doing the check
- PC12.** plan the qc check in line with the schedule and stage of production
- PC13.** understand what aids must be used for checking
- PC14.** know the precise manner of examining the products
- PC15.** explain the same to the team if required

##### *Understand QC reporting*

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

- PC16.** understand how qc data has to be recorded
- PC17.** understand the implications of qc reporting
- PC18.** help in creation of the appropriate quality check templates
- PC19.** fill the template with correct data and interpretation

## Qualification Pack

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policies on: personnel management, relevant legislation, standards, policies, and procedures followed in the company
- KU2.** organizations history and culture.
- KU3.** organisation structure
- KU4.** company's policies related to dress code and etiquette
- KU5.** the locations where the materials are typically stored
- KU6.** the key product lines of the company
- KU7.** the usually used qc parameters
- KU8.** importance of qc
- KU9.** the qc techniques in ceramics industry
- KU10.** reporting formats
- KU11.** effective inter-team communication
- KU12.** quality parameters in the ceramic craft
- KU13.** managing his/her time to qc the products
- KU14.** appropriately scheduling qc so that there is sufficient time for recording the data
- KU15.** handling the ceramics products appropriately
- KU16.** ensuring that there is no mal handling/accidents due to improper handling of the products
- KU17.** applying basic arithmetic in the qc process
- KU18.** equipment, appliances used in qc process and their operation
- KU19.** different product lines and associated qc parameters
- KU20.** various stages of production
- KU21.** recurring challenges in qc
- KU22.** recording and documentation of quality check parameters

### Generic Skills (GS)

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

- GS1.** make note of industry practices in qc
- GS2.** write basic process notes
- GS3.** deduce information on analysis
- GS4.** read about various qc related information
- GS5.** interact with employees to work efficiently
- GS6.** interact with the supervisor
- GS7.** communicate the gaps in the process, if any to relevant colleagues
- GS8.** apply the qc parameters
- GS9.** make recording templates
- GS10.** schedule the qc appropriately

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- GS11.** to prioritize and organise to achieve the daily targets
- GS12.** the customer preference, taste, etc and accordingly make crafts
- GS13.** to solve work related problems
- GS14.** how to analyse the material requirement
- GS15.** spot process disruptions and delays
- GS16.** report on any concerns to superiors without delay

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Receive the quality check parameters and schedule</i>	<b>8</b>	<b>31</b>	-	-
<b>PC1.</b> communicate with the qc head.	1	4	-	-
<b>PC2.</b> receive the predefined quality parameters from the qc head	1	3	-	-
<b>PC3.</b> discuss the parameters with the qc team	1	4	-	-
<b>PC4.</b> clarify any doubts on the qc parameters with the qc head	1	4	-	-
<b>PC5.</b> analyze and understand the job sheet	1	4	-	-
<b>PC6.</b> receive and analyse the qc schedule	1	4	-	-
<b>PC7.</b> highlight any discrepancies if observed	1	4	-	-
<b>PC8.</b> highlight missing/required qc parameters	1	4	-	-
<i>Understand the quality check parameters</i>	<b>9</b>	<b>28</b>	-	-
<b>PC9.</b> understand the rationale behind the defined parameters	1	4	-	-
<b>PC10.</b> relate the stage of production which is associated with the parameters	1	4	-	-
<b>PC11.</b> understand how to apply the parameters when doing the check	1	4	-	-
<b>PC12.</b> plan the qc check in line with the schedule and stage of production	1	4	-	-
<b>PC13.</b> understand what aids must be used for checking	1	4	-	-
<b>PC14.</b> know the precise manner of examining the products	2	4	-	-
<b>PC15.</b> explain the same to the team if required	2	4	-	-
<i>Understand QC reporting</i>	<b>8</b>	<b>16</b>	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC16.</b> understand how qc data has to be recorded	2	4	-	-
<b>PC17.</b> understand the implications of qc reporting	2	4	-	-
<b>PC18.</b> help in creation of the appropriate quality check templates	2	4	-	-
<b>PC19.</b> fill the template with correct data and interpretation	2	4	-	-
<b>NOS Total</b>	<b>25</b>	<b>75</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N1001
<b>NOS Name</b>	Understand the quality parameters
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics)
<b>Occupation</b>	Quality Check
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	27/01/2025
<b>NSQC Clearance Date</b>	27/01/2022

## Qualification Pack

### HCS/N1002: Perform quality check

#### Description

This OS unit is about performing the quality check in line with the quality check parameters and schedule.

#### Scope

The scope covers the following :

- performing quality check
- documentation of the qc process and findings
- ensure quality and productivity standards

#### Elements and Performance Criteria

##### *Performing quality check*

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

- PC1.** assess the loaded quantity
- PC2.** assess the received quantity
- PC3.** assess the samples for the qc
- PC4.** check the dimension and shape of the craft and compare it with design specifications
- PC5.** check for cracks in ceramic products
- PC6.** check for any pinholes in ceramic products
- PC7.** check for any glaze off in ceramic products
- PC8.** check for any other defined quality parameters
- PC9.** check the samples for overall fidelity to the model
- PC10.** replace the product samples in the associated batch
- PC11.** handle the samples carefully
- PC12.** use appropriate aids for the qc check
- PC13.** move proactively in the production cycle looking for any quality related issues

##### *Documentation of the QC process and findings*

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

- PC14.** document the checklist of QP parameters and the process to be followed
- PC15.** record details of the batch
- PC16.** record the details of the samples
- PC17.** record the details on the product lines
- PC18.** compute the percentages of the quality parameters
- PC19.** interpret the results when required
- PC20.** ensure all results recorded are in line with the template

##### *Ensure quality and productivity standards*

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

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- PC21.** alert about any recurrent issue
- PC22.** liaison with various internal teams on various quality issues
- PC23.** avoid overall production losses due to quality
- PC24.** communicate where rework is required
- PC25.** perform qc on the targeted number per day
- PC26.** complete all activities as per internal standards

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policies on: personnel management, relevant legislation, standards, policies, and procedures followed in the company
- KU2.** organizations history and culture
- KU3.** organisation structure
- KU4.** company's policies related to dress code and etiquette
- KU5.** the locations where the materials are typically stored
- KU6.** the key product lines of the company
- KU7.** the usually used qc parameters
- KU8.** importance of qc
- KU9.** the qc techniques in the ceramics industry
- KU10.** reporting formats
- KU11.** effective inter-team communication
- KU12.** managing his/her time to qc the products
- KU13.** appropriately scheduling qc so that there is sufficient time for recording the data
- KU14.** handling the ceramics products appropriately
- KU15.** ensuring that there is no mal handling/accidents due to improper handling of the products
- KU16.** ensuring that there is no breakage
- KU17.** applying basic arithmetic in the qc process
- KU18.** different product lines and associated qc parameters
- KU19.** various stages of production
- KU20.** recurring challenges in qc
- KU21.** acceptance criteria
- KU22.** rejection criteria
- KU23.** typical defects
- KU24.** typical stage of defects

## Generic Skills (GS)

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

- GS1.** make note of industry practices in qc

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- GS2.** write basic process notes
- GS3.** deduce information on analysis
- GS4.** read about various qc related information
- GS5.** interact with employees to work efficiently
- GS6.** interact with the supervisor
- GS7.** communicate the gaps in the process, if any to relevant colleagues
- GS8.** apply the qc parameters
- GS9.** make recording templates
- GS10.** schedule the qc appropriately
- GS11.** to prioritize and organise to achieve the daily targets
- GS12.** the customer preference, taste, etc and accordingly make crafts
- GS13.** to solve work related problems
- GS14.** how to analyse the material requirement
- GS15.** spot process disruptions and delays
- GS16.** report on any concerns to superiors without delay

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Performing quality check</i>	<b>13</b>	<b>39</b>	-	-
<b>PC1.</b> assess the loaded quantity	1	3	-	-
<b>PC2.</b> assess the received quantity	1	3	-	-
<b>PC3.</b> assess the samples for the qc	1	3	-	-
<b>PC4.</b> check the dimension and shape of the craft and compare it with design specifications	1	3	-	-
<b>PC5.</b> check for cracks in ceramic products	1	3	-	-
<b>PC6.</b> check for any pinholes in ceramic products	1	3	-	-
<b>PC7.</b> check for any glaze off in ceramic products	1	3	-	-
<b>PC8.</b> check for any other defined quality parameters	1	3	-	-
<b>PC9.</b> check the samples for overall fidelity to the model	1	3	-	-
<b>PC10.</b> replace the product samples in the associated batch	1	3	-	-
<b>PC11.</b> handle the samples carefully	1	3	-	-
<b>PC12.</b> use appropriate aids for the qc check	1	3	-	-
<b>PC13.</b> move proactively in the production cycle looking for any quality related issues	1	3	-	-
<i>Documentation of the QC process and findings</i>	<b>7</b>	<b>21</b>	-	-
<b>PC14.</b> document the checklist of QP parameters and the process to be followed	1	3	-	-
<b>PC15.</b> record details of the batch	1	3	-	-
<b>PC16.</b> record the details of the samples	1	3	-	-
<b>PC17.</b> record the details on the product lines	1	3	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC18.</b> compute the percentages of the quality parameters	1	3	-	-
<b>PC19.</b> interpret the results when required	1	3	-	-
<b>PC20.</b> ensure all results recorded are in line with the template	1	3	-	-
<i>Ensure quality and productivity standards</i>	<b>6</b>	<b>14</b>	-	-
<b>PC21.</b> alert about any recurrent issue	1	3	-	-
<b>PC22.</b> liaison with various internal teams on various quality issues	1	3	-	-
<b>PC23.</b> avoid overall production losses due to quality	1	2	-	-
<b>PC24.</b> communicate where rework is required	1	2	-	-
<b>PC25.</b> perform qc on the targeted number per day	1	2	-	-
<b>PC26.</b> complete all activities as per internal standards	1	2	-	-
<b>NOS Total</b>	<b>26</b>	<b>74</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N1002
<b>NOS Name</b>	Perform quality check
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics)
<b>Occupation</b>	Quality Check
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	27/01/2025
<b>NSQC Clearance Date</b>	27/01/2022

## Qualification Pack

### HCS/N9901: Coordinate with colleagues and work as a team

#### Description

This NOS describes the communication and coordination skills and knowledge to work with colleagues and supervisor to achieve a smooth and hazard-free workflow.

#### Scope

The scope covers the following :

- interact with supervisor or superior
- work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation
- report and Document

#### Elements and Performance Criteria

##### *Interact with supervisor or superior*

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

- PC1.** comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace
- PC2.** actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.
- PC3.** receive job orders and instructions from reporting supervisor and receive feedback on work standards.
- PC4.** understand the work output requirements, targets, performance indicators and incentives.
- PC5.** deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor
- PC6.** report on any grievances, production defects and any potential hazards.

##### *Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation*

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

- PC7.** communicate maintenance and repair schedule proactively to the supervisor
- PC8.** interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.

##### *Report and Document*

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

- PC9.** report in time for shortage or need of raw materials
- PC10.** communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team
- PC11.** maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.
- PC12.** put team over individual goals and multi-task or share work where necessary supporting the colleagues.

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**PC13.** document all the details accurately relating to ones role as required.

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** knowledge about the importance of gender equality being followed in the organization and policies for reporting any harassment or inappropriate behavior
- KU2.** knowledge about how to accommodate employees with disabilities etiquette to adhere to and proper language and terminology
- KU3.** knowledge about how to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs
- KU4.** knowledge about promoting a safe, accessible and healthy workplace for disabled employees
- KU5.** company's policies on preferred language of communication, incentives, quality standards, personnel management, reporting and escalation matrix policy.
- KU6.** company's standard operating procedure (sop) and the risk and impact of not following them.
- KU7.** procedures for working with colleagues, his/her role and responsibilities in relation to this
- KU8.** organizational hierarchy and the line of reporting structure and work target and review mechanism
- KU9.** procedures to report employment related issues and to deal with conflicts
- KU10.** importance of the individuals role in the organizational workflow and details of the individual responsibilities
- KU11.** tools and equipment handling procedure and common potential hazards in the work place and the procedures to deal with them
- KU12.** effective communication with various categories of people and the different departments in the organization
- KU13.** to document the job activity as required like the check sheets, history sheets, etc
- KU14.** expressing and addressing grievances appropriately, deal with difficult work relationships and manage the internal conflicts effectively

### Generic Skills (GS)

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

- GS1.** create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee
- GS2.** actively take part in any discussion/workshop organized for gender sensitization training
- GS3.** read and comprehend written instructions related to gender equality issues in the organization
- GS4.** identify and report any harassment or inappropriate behavior towards any employee
- GS5.** create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee with disability or special needs
- GS6.** actively take part in any discussion/workshop organized for disability sensitization training.

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- GS7.** read and comprehend written instructions related to equality issues in the organization related to disabled persons
- GS8.** read job sheets, design sheet and information displayed at the workplace
- GS9.** read and understand manuals, health and safety instructions, memos etc
- GS10.** fill up documentation to ones role
- GS11.** communicate effectively with supervisor
- GS12.** contribute to quality of team work and achieve smooth workflow
- GS13.** improve work processes by interacting with others and adopting best practices

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interact with supervisor or superior</i>	<b>14</b>	<b>30</b>	-	-
<b>PC1.</b> comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace	2	5	-	-
<b>PC2.</b> actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.	2	5	-	-
<b>PC3.</b> receive job orders and instructions from reporting supervisor and receive feedback on work standards.	2	5	-	-
<b>PC4.</b> understand the work output requirements, targets, performance indicators and incentives.	2	5	-	-
<b>PC5.</b> deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor	3	5	-	-
<b>PC6.</b> report on any grievances, production defects and any potential hazards.	3	5	-	-
<i>Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD &amp; Gender Sensitisation</i>	<b>6</b>	<b>10</b>	-	-
<b>PC7.</b> communicate maintenance and repair schedule proactively to the supervisor	3	5	-	-
<b>PC8.</b> interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.	3	5	-	-
<i>Report and Document</i>	<b>15</b>	<b>25</b>	-	-
<b>PC9.</b> report in time for shortage or need of raw materials	3	5	-	-
<b>PC10.</b> communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team	3	5	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.	3	5	-	-
<b>PC12.</b> put team over individual goals and multi-task or share work where necessary supporting the colleagues.	3	5	-	-
<b>PC13.</b> document all the details accurately relating to ones role as required.	3	5	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9901
<b>NOS Name</b>	Coordinate with colleagues and work as a team
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware, Carpet, Handicrafts (Woodware)
<b>Occupation</b>	Production Management, Research and Development, Mixing and Milling, Moulding, Finishing and Painting, Pre- Production, Furnace Operation, Quality Check, Production, Pre - Crafting, Stone Crafting, Mixing, Moulding, Cutting, Smoothing, Finishing, Designing, Metal Casting and Stamping, Metal Craft Making, Cleaning/Polishing/Buffering, Painting and Plating, Packing, Marketing and Merchandising
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	6.0
<b>Last Reviewed Date</b>	30/06/2022
<b>Next Review Date</b>	30/06/2025
<b>NSQC Clearance Date</b>	30/06/2022

## Qualification Pack

### HCS/N9902: Maintain Safe and Healthy Work Environment

#### Description

This NOS is about following adequate safety procedures to make the work environment safe and Healthy.

#### Scope

The scope covers the following :

- follow safety procedures and practices.
- achieve safety standards

#### Elements and Performance Criteria

##### *Follow safety procedures and practices*

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

- PC1.** carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations
- PC2.** apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices
- PC3.** actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes
- PC4.** comply with safety procedures while on work to prevent accidents
- PC5.** take adequate safety measures while handling materials, chemicals and tools
- PC6.** wear appropriate personal protective gears such as gloves, protective goggles, masks etc. while working
- PC7.** wear appropriate and recommended clothing as per the work environment
- PC8.** follow recommended material handling procedure to control material and personal damage.
- PC9.** perform all procedures as per companys work instructions for controlling operational risk

##### *Achieve safety standards*

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

- PC10.** perform the duties in a manner which minimizes environmental damage
- PC11.** dispose off waste safely and correctly in a designated area as per companys sop
- PC12.** report any accidents, incidents or problems without delay to the supervisor and take necessary immediate action to reduce further danger
- PC13.** ensure zero accident at workplace
- PC14.** adhere to safety standards and ensure no material damage

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** making conscious and sustainable decisions for achieving effective and green workplace.

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- KU2.** company's policies on work safety and occupational hazard management
- KU3.** knowledge about company's HR policies and reporting structure
- KU4.** company emergency evacuation procedure
- KU5.** accidental risks to the worker
- KU6.** how to maintain the work area safe and secure
- KU7.** how to perform the duties in a way to minimize accidental risks
- KU8.** how to handle chemicals in a safe manner
- KU9.** purpose and usage of protective gears such as gloves, protective goggles, masks, etc. while working
- KU10.** safe and correct material handling procedure
- KU11.** standard operating procedure (sop) of processes
- KU12.** precautionary activities to be followed in the processes
- KU13.** how to operate tools and electrical equipment
- KU14.** emergency procedures to be followed in case of a mishap such as fire accidents etc.

## Generic Skills (GS)

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

- GS1.** make conscious and sustainable decisions that help reduce, rescue, and recycle the company resources
- GS2.** identify and replace processes that create unnecessary waste.
- GS3.** read safety instructions, safety signage and safety manuals
- GS4.** read the usage of various safety tools and equipment
- GS5.** take notes on descriptions and details of various safety precautions and procedures as instructed
- GS6.** communicate supervisor about the work safety issues.
- GS7.** receive instructions from supervisor on minimizing the accidental risks
- GS8.** communicate co-workers about the precautions to be taken for accident-free work.
- GS9.** how to select appropriate safety tools and equipment
- GS10.** improve work processes by adopting best safety practices
- GS11.** coordinate with different departments on briefing the safety aspects
- GS12.** guide the team members on use of various safety tools and equipment
- GS13.** spot errors and any other disruptions and communicate with solutions
- GS14.** how to use safety equipment such as fire extinguisher during fire accidents.
- GS15.** how to store chemicals and tools in a safe way.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow safety procedures and practices</i>	<b>18</b>	<b>46</b>	-	-
<b>PC1.</b> carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations	2	5	-	-
<b>PC2.</b> apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices	2	5	-	-
<b>PC3.</b> actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes	2	5	-	-
<b>PC4.</b> comply with safety procedures while on work to prevent accidents	2	5	-	-
<b>PC5.</b> take adequate safety measures while handling materials, chemicals and tools	2	6	-	-
<b>PC6.</b> wear appropriate personal protective gears such as gloves, protective goggles, masks etc. while working	2	5	-	-
<b>PC7.</b> wear appropriate and recommended clothing as per the work environment	2	5	-	-
<b>PC8.</b> follow recommended material handling procedure to control material and personal damage.	2	5	-	-
<b>PC9.</b> perform all procedures as per companys work instructions for controlling operational risk	2	5	-	-
<i>Achieve safety standards</i>	<b>10</b>	<b>26</b>	-	-
<b>PC10.</b> perform the duties in a manner which minimizes environmental damage	2	5	-	-
<b>PC11.</b> dispose off waste safely and correctly in a designated area as per companys sop	2	5	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> report any accidents, incidents or problems without delay to the supervisor and take necessary immediate action to reduce further danger	2	5	-	-
<b>PC13.</b> ensure zero accident at workplace	2	5	-	-
<b>PC14.</b> adhere to safety standards and ensure no material damage	2	6	-	-
<b>NOS Total</b>	<b>28</b>	<b>72</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9902
<b>NOS Name</b>	Maintain Safe and Healthy Work Environment
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware, Carpet, Handicrafts (Woodware)
<b>Occupation</b>	Production Management, Research and Development, Mixing and Milling, Moulding, Finishing and Painting, Pre- Production, Furnace Operation, Quality Check, Production, Pre - Crafting, Stone Crafting, Mixing, Moulding, Cutting, Smoothing, Finishing, Designing, Metal Casting and Stamping, Metal Craft Making, Cleaning/Polishing/Buffing, Painting and Plating, Packing, Marketing and Merchandising
<b>NSQF Level</b>	4
<b>Credits</b>	1
<b>Version</b>	6.0
<b>Last Reviewed Date</b>	30/06/2022
<b>Next Review Date</b>	30/06/2025
<b>NSQC Clearance Date</b>	30/06/2022

## Qualification Pack

### HCS/N9903: Maintain Personal Hygiene

#### Description

This NOS provides the abilities required for taking responsibility for their own health at the workplace and is about using the correct procedures to prevent, control and minimize risk to them and others at the workplace.

#### Scope

The scope covers the following :

- adopt healthy work practices
- achieve work productivity while maintaining health

#### Elements and Performance Criteria

##### *Adopt healthy work practices*

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

- PC1.** always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust
- PC2.** wear safety shoes while visiting the production unit to avoid any damage
- PC3.** wear personal protective equipment while visiting the different departments during production. oexample mask in the washing section, glasses and mask in an assembly line, and gloves in the printing section, etc.
- PC4.** always wash sanitize your hands after a factory unit before touching any document, laptop, cell phone, etc.
- PC5.** undergo preventive health checkups at regular intervals.
- PC6.** take prompt treatment from the doctor in case of illness.

##### *Achieve work productivity while maintaining health*

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

- PC7.** follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work
- PC8.** ensure no productivity loss or absenteeism from work due to illness
- PC9.** ensure no long-term ill effect on personal health.

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policies on personal health and occupational hazard management
- KU2.** company's HR policies.
- KU3.** company's reporting structure
- KU4.** company's emergency evacuation procedure
- KU5.** health risks to the worker at the workplace

## Qualification Pack

- KU6.** healthy work practices
- KU7.** how to perform the duties in a way to minimize pollution at the workplace.
- KU8.** what personal protective equipment should be worn and how it is cared for
- KU9.** safe disposal methods for waste
- KU10.** how to provide first-aid treatment at the workplace
- KU11.** emergency procedures to be followed in case of an mishap such as fire accidents etc.

## Generic Skills (GS)

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

- GS1.** read personal health instructions and manual
- GS2.** read the usage of various hand tools and personal protection equipment
- GS3.** take notes on descriptions and details of various personal health maintenance procedures
- GS4.** communicate supervisor about the physical symptoms
- GS5.** receive instructions from doctor and supervisor on medical care
- GS6.** how to select appropriate hand tools and personal protection equipment
- GS7.** when to change personal protection equipment during work
- GS8.** how to identify first aid needs in case and of an injury
- GS9.** how to select appropriate hand tools and personal protection equipment
- GS10.** when to change personal protection equipment during work
- GS11.** how to use materials that does not affect customer health / make injury
- GS12.** improve work processes by adopting best safety practices
- GS13.** analyze the usage of appropriate tools and consumables
- GS14.** spot errors and any other disruptions and communicate with solutions

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Adopt healthy work practices</i>	<b>18</b>	<b>48</b>	-	-
<b>PC1.</b> always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust	3	8	-	-
<b>PC2.</b> wear safety shoes while visiting the production unit to avoid any damage	3	8	-	-
<b>PC3.</b> wear personal protective equipment while visiting the different departments during production. orexample mask in the washing section, glasses and mask in an assembly line, and gloves in the printing section, etc.	3	8	-	-
<b>PC4.</b> always wash sanitize your hands after a factory unit before touching any document, laptop, cell phone, etc.	3	8	-	-
<b>PC5.</b> undergo preventive health checkups at regular intervals.	3	8	-	-
<b>PC6.</b> take prompt treatment from the doctor in case of illness.	3	8	-	-
<i>Achieve work productivity while maintaining health</i>	<b>9</b>	<b>25</b>	-	-
<b>PC7.</b> follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work	3	8	-	-
<b>PC8.</b> ensure no productivity loss or absenteeism from work due to illness	3	8	-	-
<b>PC9.</b> ensure no long-term ill effect on personal health.	3	9	-	-
<b>NOS Total</b>	<b>27</b>	<b>73</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9903
<b>NOS Name</b>	Maintain Personal Hygiene
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware, Carpet, Handicrafts (Woodware)
<b>Occupation</b>	Production Management, Research and Development, Mixing and Milling, Moulding, Finishing and Painting, Pre- Production, Furnace Operation, Quality Check, Production, Pre - Crafting, Stone Crafting, Mixing, Moulding, Cutting, Smoothing, Finishing, Designing, Metal Casting and Stamping, Metal Craft Making, Cleaning/Polishing/Buffing, Painting and Plating, Packing, Marketing and Merchandising
<b>NSQF Level</b>	4
<b>Credits</b>	1
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	30/06/2022
<b>Next Review Date</b>	30/06/2025
<b>NSQC Clearance Date</b>	30/06/2022

## Qualification Pack

### 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:

## Qualification Pack

- 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*

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.** work collaboratively with others in a team

### *Diversity & Inclusion*

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

- 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*

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

- 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*

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

- 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*

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

- 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*

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

## Qualification Pack

**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**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

## 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.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

**KU6.** importance of career development and setting long- and short-term goals

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

**KU10.** different types of financial institutes, products, and services

**KU11.** how to compute income and expenditure

**KU12.** importance of maintaining safety and security in offline and online financial transactions

**KU13.** different legal rights and laws

**KU14.** different types of digital devices and the procedure to operate them safely and securely

**KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

## 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

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- 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

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> 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.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> 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	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

## Qualification Pack

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

## Qualification Pack

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

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2028
<b>NSQC Clearance Date</b>	31/08/2023

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ 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 Element/ 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 these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## 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
HCS/N1001.Understand the quality parameters	25	75	-	-	100	30
HCS/N1002.Perform quality check	26	74	-	-	100	30
HCS/N9901.Coordinate with colleagues and work as a team	35	65	-	-	100	10
HCS/N9902.Maintain Safe and Healthy Work Environment	28	72	-	-	100	10
HCS/N9903.Maintain Personal Hygiene	27	73	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>161</b>	<b>389</b>	<b>-</b>	<b>-</b>	<b>550</b>	<b>100</b>

## Qualification Pack

### Acronyms

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

## Qualification Pack

### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.

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<b>Knowledge and Understanding (KU)</b>	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.
<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.