QUALIFICATION PACK
DEVELOPMENT GUIDELINES

Standards and Quality Team
National Skill Development Corporation
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Qualification Pack Guidelines

Qualification Pack (QP)

A Qualification Pack (QP) is an industry-validated qualification and is mapped to an NSQF level. A QP consists of a set of National Occupational Standard (NOS) aligned to a job role.

Figure 1 Structure of a Qualification Pack

QP Name

There are couple of things that need to be kept in mind while assigning a QP name:

- The QP name should be unique. Check for duplication of name not only within your sector but others as well. The duplication needs to be checked with qualifications of other awarding bodies too such as DGT, Ministries etc. E.g.

<table>
<thead>
<tr>
<th>Apparels</th>
<th>AMH/Q1407</th>
<th>Packer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicrafts and Carpet</td>
<td>HCS/Q9701</td>
<td>Packer</td>
</tr>
</tbody>
</table>

- QP name should be in sync with the educational qualifications and NSQF level. E.g. anybody with less than a B.Tech cannot be an Engineer. For ELE/Q5501, In-Process and Final Quality Engineer, the minimum educational qualification does not mention an engineering degree, hence the QP name is not appropriate.

| Minimum Educational Qualification & Experience | I.T.I with 1-2 Years of experience PCB assembly line |

- Do not use names that reflect HR hierarchy such as Senior, Junior.
- The QP name should not have the NSQF level appended to it. E.g. some older QPs of Automotive SSC has names such as Automotive Service Technician Level 3.
Qualification Pack Guidelines

QP Image
The QP image on the cover page should be relevant to the job role/occupation/sub-sector.

- Try not to use the same image for all QPs.
- Ensure the images are not copyrighted.
- Images should be within the Indian context, avoid images of foreign nationals.
- Use high resolution images. Specifications are:
  - File type - png, jpg, jpeg
  - File size up to 5 mb
  - Recommended image size: 680x450
- Ensure the image does not stretch.

Other Considerations
- Job role should exist in the OM.
- Sub-sector and occupation of the job role should be in sync with the OM.

QP & NOS Versioning

QP versioning
A QP which has a new code and a new name will be treated as version 1. A revised QP with same code, same/new name will be version 2.

The QP code + QP version is the unique identifier of a QP

Note: QP versions are whole numbers. They cannot be 1.1, 1.2 etc.

NOS versioning
A new version of a NOS is treated as a separate NOS with its own unique identity.

The NOS code + NOS version is the unique identifier of a NOS

- NOS version isn’t necessarily same as the QP version. E.g. a NOS that has been created for the first time will still be version 1 in a version 2 QP.
- A NOS is version 1 usually when:
  - It is a fresh NOS i.e. new NOS name and a new NOS code.
  - An existing (version 1) NOS is included without any changes in the QP.
- A NOS is of a different version when a NOS with same code is used but there are changes (addition, deletion, grammatical corrections etc.) at PC level.
Common Cost Norms Category

The training cost payouts for each job role are provided as per the Common Cost Norms (CCN) which are amended from time to time. The Common Norms Gazette Notification, available on the MSDE website, should be referred to in order to determine the CCN category of a QP.

Brief Job Description

It should be brief, not more than 5-6 lines. The description should provide an overview of the job role in a crisp and concise manner.

- It should be gender neutral. Hence, it is advisable to use terms such as person, individual. Avoid using ‘he/she’ as well.
- It should mention what the person does and not about the machine, equipment etc. E.g.

  Brief Job Description
  The bulldozer operator uses the tractor and blade to scoop out soil, move rock and ore to other locations on the site, and to level the soil. **Bulldozers are capable of pushing ore and rock**. Bulldozer operators are also responsible for confirming that their safety systems are working properly and for performing basic maintenance on the Bulldozer.

- It should not include the knowledge required for carrying out the job. E.g.

  Brief Job Description: Data quality executive **must have basic computing and mathematical skills. He/She carries out real time validation – off field and act as a help line/ help desk to enumerator and supervisors. He/ she acts as an interface between the survey design and validation team.**

- A brief job description should not include the prerequisite required for a job role.

  Brief Job Description
  The role of a SCUBA diver is to perform commercial diving activities and underwater operations in inshore waters. The spectrum of SCUBA diving includes industrial tasks performed from just below the water to 35 m depth. **The person must meet the medical standards for diving.**

Personal Attributes

Personal attributes are the inherent characteristics, personality traits of an individual required to carry out a job role. They should not be confused with professional attributes. E.g. being a **good listener** is a personal attribute but should be able to **follow instructions of the supervisor** is a professional attribute. These should be brief: not more than 3-4 lines usually.
Qualification Pack Guidelines

E.g.

Personal Attributes

The self-defense instructor must be physically fit and must be a good listener with very good communication skills. The individual must be detail-oriented and attentive, as they are required to demonstrate the techniques and explain them very clearly. In addition, the individual must be a good listener to understand the need of the participant and tailor made the skills accordingly. The individual should have prior experience in martial arts of any form and should possess basic certification on the same.

Feedback given: In both examples, the yellow highlighted sections do not relate to personal attributes of an individual.

NSQF Level

The NSQF level should be in sync with the job role. E.g. The QP given below is at NSQF L2. However, the person is responsible for inspection with knowledge of the processes. Thus, the NSQF level should be higher than 2.

• The competencies at the given NSQF level should map against the NSQF Framework (check Annexure).
• NSQF level needs to be mapped against the sector Occupational Map.
National Occupational Standards (NOS)

The National Occupational Standards (NOS) specify the standard of performance an individual must achieve when carrying out a function in the workplace. Each NOS defines one key function in a job role. A NOS has three main components:

1. Performance Criteria (PC)
2. Knowledge and Understanding (KU)
3. Generic and Professional Skills (GS)

**Figure 2 Components of a NOS**

How to write a NOS name.

- The sentence structure of the NOS name needs to be clear and concise
- It should be a task. E.g. the highlighted part of the NOS name below is not a task but a knowledge component.

**DWC/N0201: Being aware and managing the child's needs (Non Clinical)**

- All NOS should be in active voice. E.g. the NOS name below is incorrectly in passive voice.

**HSS/N2503: Maintenance of equipment**

- Language of the NOS should be in sync with the NSQF level. E.g. the given below NOS is from an NSQF L3 QP. The person at this level does not have the competency to develop a safe environment but can maintain it.

**DWC/N0203: Develop and maintain a healthy, safe and secure environment for child**
Qualification Pack Guidelines

- All NOS should be in a logical flow.

Feedback given: The first NOS talks about preparing to dive and then there is no NOS on the actual execution i.e. diving. Additionally, the first NOS is incorrectly written as highlighted.

Types of NOS

Core and non-core NOS

Core NOS are the domain NOS – they include the functionalities, knowledge and skill required to carry out the job. Non-core NOS do not pertain to one domain and are used across QPs in a sector. E.g. Teamwork NOS.

Elective and Optional NOS

QPs with electives and/or options aim to promote specialization within a job role, or to add skills to a job-role for wider applicability in and across sectors (for more information please refer to the *Rationalization Brief*).

If compulsory NOS do not lead to a job then the learner has to opt for one or more electives. An elective should be made only when the SSC wants the learner to necessarily choose one (or more) of them. Else they can be an optional NOS – because it shall not affect the learner’s chances of getting a job but will be a value addition.

Elective and Optional NOS should have an elective and option name respectively.

For the Equine Groom QP, yellow highlighted NOS are Core NOS and the green highlighted ones are Non-core NOS.
Qualification Pack Guidelines

- The name should not be a repetition of the QP name.

Feedback given: The option name is a repetition of the QP name – both include ‘Furniture Maker’. The name was then changed to Lead Furniture Maker – Bamboo (Options: Round Bamboo).

- The name should be job oriented as it appears on the Certificate. E.g. in this example – the option names are not job-oriented, they are tasks.

In the given below image, the Elective names are correct.

NOS Codes
NOS codes shall be automatically generated by the SIP QP- Builder based on the primary occupation selected for the NOS. However, the SSC should check that the occupational codes given in the Occupational Map (OM) are in sync.

Scope
Scope is a summary statement of the NOS. It has focused points related to the usage of the competency. These points form the elements of a NOS. SSCs should ensure that the scope is consistent with the elements.
Elements

Elements are subsets of a NOS. They scope out the operational aspects of a NOS and are used for its chunking.

- Name of the elements and scope points should be the same.
- Element name should be in accordance to the NSQF level.
- They need to clear and precise.
- Elements should have a logical flow. E.g.

Feedback given: The second point – ‘Determine participant needs and expectations’ should be the 1st element. Only after that can planning of resources commence.

Performance Criteria (PC)

PCs are technical and performative skills.

- They should be in continuation of the leading line - To be competent, the user/individual on the job must be able to.

Feedback given: Appropriate verb is - establish as you cannot prepare hours.

- PCs should be related to the element as far as possible.

Feedback given: PC 2 is a better fit for the second element.
• PCs should be measurable activities to be performed to complete the task or function identified in the NOS. E.g. PC 12 given below does not include a measurable task but is actually a KU.

PC12. knowledge to operate daily use appliances like fridge, microwave, washing machine, cooking range etc

Feedback given: PC 17 is not related to the element.

• The verb used should be in accordance to the NSQF level of the job role. E.g. for the Office Assistant QP, NSQF L3, a PC was:

PC15. establish measures for smooth retrieval of documents and information from the filing system

Feedback given: The person is at level 3 and hence does not have the competency to establish measures/procedures. But, the individual can follow them to arrange/sort the documents for easy retrieval.

• PCs should not be steps. E.g.

PC29. paste stickers such as quality check passed or okay on the boards for quality passed ones
PC30. send the okayed ones to the final packing and the faulty ones for rework

• PCs should be crisp and concise. E.g.

PC7: incorporate seek and acknowledge feedback received from relevant stakeholders involved in the program

• PCs/KUs should not endorse any specific product, service or brand. However, these can be specified in the Model Curriculum (MC). E.g.

KU9. types of input method editor (IME) for Hindi: (e.g. Microsoft’s Indic language IME and Google Indic IME (Google transliteration)
Knowledge and Understanding (KU)

KUs specify what the individual must know and understand in order to safely and effectively perform the work task described in the unit of competency. KUs include the organizational and technical knowledge required for carrying out the job.

- They need to be in continuation of the lead line - *The individual on the job needs to know and understand.*
- They should correspond to the NOS and its PCs.
- They cannot be tasks.
- KUs should not overlap with PCs.
- They need to correspond to the NSQF level and minimum educational qualification. E.g.

```
KB1. knowledge of basic chemistry, organic chemistry, environmental chemistry, Intrinsic & extrinsic properties and simple chemical calculation
KB2. knowledge on basic polymer science – Monomers, Polymers, classification of Polymers (rubber, plastics, fibres and resins), its characteristic features, functionality, degree of polymerization, molecular weight & molecular weight distribution, melting temperature, glass transition temperature, crystallinity, cis-trans configuration, tacticity, thermoplastic and thermosetics etc.
KB3. knowledge on different rubber production grades: Natural Rubber – Method of tapping NR latex, production of Natural Rubber and types of different NR grades and their applications, Synthetic Rubber – grades and application in the rubber industry. Reclaimed Rubber: Production, types and applications
```

The example given is of two QPs that are on the same career progression chain.

As you can see the knowledge required for the lower level QP is way advanced and for the higher level QP it is basic. There is a huge disconnect.

Thus, for KUs - NSQF level and minimum educational qualification should be taken into consideration.

Additionally, KUs cannot begin with “knowledge of”.

Generic and Professional Skills (GS)

GS are transversal, meta-cognitive (organizing, guiding, and controlling one’s own thinking, actions, and learning processes), affective/behavioral, functional literacy and numeracy, inter and intrapersonal skills i.e. soft and life skills. They usually include competencies required for daily professional working such as communication, decision making, problem solving, customer centricity etc. as applicable according to the job role.

- They need to be in continuation of the lead line - *The user/individual on the job needs to know how to.*
Qualification Pack Guidelines

- They need to be in sync with the KUs and PCs.
- They should be in sync with the competencies required for the job role.
- GS should be simple, clear and concise. E.g.

Glossary

Glossary provides a definitive definition for technical and other terms related to the policy, development, endorsement and content of Qualification Packs and National Occupational Standards. Apart from the default Glossary list (check Annexure) that is generated on SIP, please add any other relevant technical and related terms at the NOS level. The final list can be managed at the QP level to remove overlaps and/or add new terms.

Acronyms and Abbreviations

A default list (check Annexure) is generated by SIP. However, all additional acronym and abbreviations present at the NOS level need to be included in the Acronyms list. The final list can be managed at the QP level to remove overlaps and/or add new acronyms and abbreviations.

Assessments

The assessment criteria is now specified at NOS level where Element/PC are allocated certain marks. At the QP level Assessment guidelines are defined and the Assessment weightages are specified as per the requirements of a job role.

Assessment Criteria at NOS Level

On SIP four types of assessments are available - theory, practical, project and viva. As per the requirements marks needs to be assigned to each NOS, which may be at element or PC level. You may use one/more types of assessments to assess the competencies of a trainee.

Please note: When assigning marks to “Project” do ensure you also assess that Element/PC using any other assessment type also, to ensure that during RPL assessments all the competencies are evaluated. Project may be used for formative type of assessments – logbook, portfolio etc. but the marks will be entered at the time of summative assessment only.

On SIP, when you assign marks for a particular type of an assessment at an Element level then you will not be allowed to assign marks at PC level and vice versa. However, for other type of assessment you may allocate marks at an Element/PC level.

Feedback given: The GS is unnecessarily verbose and complex.
### Assessment Criteria for Outcomes

<table>
<thead>
<tr>
<th>Assessment Criteria for Outcomes</th>
<th>Theory Marks</th>
<th>Practical Marks</th>
<th>Project Marks</th>
<th>Viva Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 1</strong></td>
<td>10</td>
<td>10 (this is sum of PC1 and PC2)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PC 1</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PC 2</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Element 2</strong></td>
<td>5 (this is sum of PC3 and PC4.)</td>
<td>10</td>
<td>10</td>
<td>5 (this is sum of PC3 and PC4.)</td>
</tr>
<tr>
<td>PC 3</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>PC 4</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

Marks in single decimal may be assigned to an Elective/PC, however you need to ensure that the total marks for each type of assessments is in whole numbers (integer). It is recommended to avoid assigning marks in decimals.

**Please Note:** While assigning marks at Element/PC level, if you find any of the PC is not assessible then please go back to the “Elements and Performance Criteria” tab and modify/delete that PC.

### Assessment Guidelines and Assessment Weightage at QP level

In the Assessment Guidelines section SSC may specify general guidelines for conducting the assessment, passing criteria and pass percentage.

*The marks assigned to an approved NOS cannot be changed when it is used across QPs.* To ensure competencies are assessed as per its importance in a job role “weightage” have been introduced at QP level. E.g. in a job role where the individual mostly works by themselves, a Teamwork NOS will have lower importance – where you may assign a lower weightage at the QP level.

*In the Assessment Weightage, the weightage/percentage is assigned for each NOS as per the importance of each NOS (competency) in a QP/ job role. One NOS when linked to various QPs can have different weightages across QPs.*

- **A regular QP** - which has only Compulsory NOS, the total weightage should be 100
- **A QP with Compulsory NOS and Electives** - the total weightage of Compulsory and an Elective should be equal to 100. *The weightage assigned to all Electives in a QP should be same.* For example: you have 3 Electives in a QP, and you have assigned 80% to the Compulsory NOS then assign weightage of 20 to each elective (total of all NOS under each elective).
- **A QP with Compulsory NOS and Options** - the total weightage of Compulsory NOS should be 100. The weightage assigned to Options should not be Zero.
## Qualification Pack Checklist

### BASICS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | Logos | These are generated by the QP-Builder, however:  
- GoI Logo should not be present in non-approved NSQC QPs  
- NSDC & SSC logos always have to be present |
| 2 | Footer | These are generated by the QP-Builder, however:  
- Status of "NSQC Approved" not to be present in QPs under review  
- Name of the concerned SSC should be mentioned |
| 3 | QP image | Picture has to match the QP Name and should have Indian nationals |
| 4 | Table of Contents | Generated by QP-Builder but check for formatting and if the links work |

### QP PARAMETERS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Brief Job Description</td>
<td>Should correspond to NSQF Level</td>
</tr>
<tr>
<td>6</td>
<td>Personal attributes</td>
<td>Should correspond to the job role</td>
</tr>
<tr>
<td>7</td>
<td>Check NOS list (Compulsory, Electives, Options)</td>
<td>Should correspond to the job role and NSQF level</td>
</tr>
<tr>
<td>8</td>
<td>QP Name, Sector, Sub-sector, Occupation</td>
<td>To be mapped with the Occupational Map (OM)</td>
</tr>
<tr>
<td>9</td>
<td>Country</td>
<td>India (default)</td>
</tr>
<tr>
<td>10</td>
<td>Code (QP &amp; NOS)</td>
<td>To be mapped with the OM</td>
</tr>
<tr>
<td>11</td>
<td>NSQF Level</td>
<td>Should correspond to the Job Role and the NSQF Level Descriptors (see Annexure)</td>
</tr>
<tr>
<td>12</td>
<td>NCO Code</td>
<td></td>
</tr>
</tbody>
</table>
- To be checked from the National Classification of Occupations - Vol, 1, 2A of 2015  
- Closest Family Code to be used if exact match to the QP is not found |
| 13 | Minimum Educational Qualification & Experience | Should correspond to the competencies required for the Job Role |
| 14 | Minimum Level of Education for Training in School | Cannot be proposed for schools if hazardous or those with higher entry profile |
| 15 | Pre-Requisite Training or License | Check if pre-requisite training mentioned is logical. Mention only if mandatory. |
| 16 | Minimum Job Entry Age | Should correspond to the Entry Profile/ Educational Qualification |
| 17 | Last Reviewed On | QRC date is to be mentioned |
| 18 | Next Review Date | As per SIP, it shall be up to a max of 60 months ahead of "Last Reviewed" date |
| 19 | NSQC Approval Date | Should be mentioned if NSQC Approved |
| 20 | Version of the QP | If the QP is revised (if NOS is/are added or deleted) and the QP Code remains the same, then the version would be 2.0. else, 1.0 |
## NOS PARAMETERS

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>NOS names</td>
<td>Should correspond to the Brief Job Description, NSQF Level and educational qualification.</td>
</tr>
</tbody>
</table>
| 22  | Element name                             | • Element Names should match the Scope.  
• Check for its relevance vis-à-vis the NOS name |
| 23  | Performance Criteria (PC)                | They should be measurable and in continuation with the lead line.  
• Clarity of information  
• Should relate to the element  
• Should reflect the competencies required to perform the task |
| 24  | Knowledge & Understanding (KU)           | • In continuation with the lead line  
• Relate directly to the PC  
• Should not overlap with the PC |
| 25  | Generic Skills (GS)                      | • In continuation with the lead line  
• Should correspond to the PCs and KUs  
• Should actually reflect the skills required to carry out the PC  
• Should sync with the NSQF level |

## ASSESSMENT

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>NOS Assessment Criteria</td>
<td>• Check the marks vis-à-vis the PCs/Element</td>
</tr>
</tbody>
</table>
| 27  | QP Assessment Guidelines & Weightage       | Check the following:  
• weightage of theory and practical for each NOS should be logical |

## OTHER PARAMETERS

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Glossary</td>
<td>Check if present.</td>
</tr>
<tr>
<td>29</td>
<td>Acronyms</td>
<td>Check if default and QP specific are present - all acronym and abbreviations present in the QP.</td>
</tr>
</tbody>
</table>
National Skills Qualification Framework (NSQF)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Process required</th>
<th>Professional knowledge</th>
<th>Professional skill</th>
<th>Core skill</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>prepares person to carry out process that are repetitive on regular basis require no previous practice</td>
<td>familiar with common trade terminology, instructional words meaning and understanding</td>
<td>routine and repetitive, takes safety and security measures.</td>
<td>Reading and writing, addition subtraction, personal financing, familiarity with social and religious diversity, hygiene and environment</td>
<td>No responsibility always works under continuous instruction and close supervision.</td>
</tr>
<tr>
<td>Level 2</td>
<td>prepares person to carry out process that are repetitive on regular basis with little application of understanding, more of practice</td>
<td>Material tools and application in a limited context, understands context of work and quality</td>
<td>limited service skill used in limited context, select and apply tools, assist in professional works with no variables differentiates good and bad quality</td>
<td>receive and transmit written and oral messages, basic arithmetic personal financing, understanding of social political and religious diversity, hygiene and environment</td>
<td>No responsibility works under instruction and close supervision.</td>
</tr>
<tr>
<td>Level 3</td>
<td>person may carry out a job which may require limited range of activities routine and predictable</td>
<td>Basic facts, process and principle applied in trade of employment</td>
<td>recall and demonstrate practical skill, routine and repetitive in narrow range of application</td>
<td>Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment</td>
<td>Under close supervision. Some Responsibility for own work within defined limit.</td>
</tr>
<tr>
<td>Level 4</td>
<td>work in familiar, predictable, routine, situation of clear choice</td>
<td>factual knowledge of field of knowledge or study</td>
<td>recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts</td>
<td>language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment</td>
<td>Responsibility for own work and learning.</td>
</tr>
<tr>
<td>Level 5</td>
<td>job that requires well developed skill, with clear choice of knowledge of facts, principles, processes and a range of cognitive and practical skills</td>
<td>Desired mathematical skill, understanding of concepts</td>
<td></td>
<td></td>
<td>Responsibility for own work and learning.</td>
</tr>
<tr>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Level 9</td>
<td>Level 10</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>demands wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard non standard practices</td>
<td>requires a command of wide ranging , factual and theoretical knowledge in broad contexts within a field of work or study</td>
<td>Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions, to abstract problem. Undertakes self study, demonstrates intellectual independence, analytical rigour and good communication.</td>
<td>Advanced Knowledge and skill Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.</td>
<td>Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.</td>
<td></td>
</tr>
<tr>
<td>factual and theoretical knowledge in broad contexts within a field of work or study</td>
<td>wide ranging , factual and theoretical knowledge in broad contexts within a field of work or study</td>
<td>good logical and mathematical skill understanding of social political and natural environment good in collecting and organising information, communication and presentation skill</td>
<td>Responsible for decision making in complex technical activities, involving unpredictable study/work situations.</td>
<td>Responsible for strategic decisions in unpredictable complex situations of work/study.</td>
<td></td>
</tr>
<tr>
<td>a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</td>
<td>wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</td>
<td></td>
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<tr>
<td>Reasonably good in mathematical calculation, understanding of social, political and, reasonably good in data collecting organising information, and logical communication</td>
<td></td>
<td>Exercise management and supervision in the context of work/study having unpredictable changes, responsible for development of self and others.</td>
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</tbody>
</table>
## Default Glossary

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

Knowledge and Understanding (KU) are statements that together specify the technical, generic, professional and organisational specific knowledge that an individual need 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.

### Default Acronyms List

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>NOS</td>
<td>National Occupational Standard(s)</td>
</tr>
<tr>
<td>NSQF</td>
<td>National Skills Qualifications Framework</td>
</tr>
<tr>
<td>QP</td>
<td>Qualifications Pack</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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</table>