



# Internal Food Auditor-Food Processing

QP Code: FIC/Q7608

Version: 1.0

NSQF Level: 6

Food Industry Capacity & Skill Initiative || Shriram Bharatiya Kala kendra, 3rd floor, 1, Copernicus Marg, Mandi House, New Delhi  
Delhi 110001 || email:santosh@ficsi.in

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## FIC/Q7608: Internal Food Auditor-Food Processing

### Brief Job Description

This qualification reflects the role of individuals who apply specialist knowledge and skills in food safety for auditing purposes. They conduct a range of audits in different environments to monitor food quality and safety according to relevant legislation, including food standards.

### Personal Attributes

The job requires the individual to have the ability to plan, organize and prioritize tasks through effective reading, writing and communication. The individual should also be able to meet customer needs through regular interactions with them.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [FIC/N7625: Identify, evaluate, and control food safety hazards](#)
2. [FIC/N7626: Conduct food safety audits](#)
3. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Quality Analysis/ Assurance
<b>Country</b>	India
<b>NSQF Level</b>	6
<b>Credits</b>	20
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL

<b>Minimum Educational Qualification &amp; Experience</b>	Completed 3 year UG degree program after 12th with 2 Years of experience OR Pursuing 4th year UG (in case of 4-year UG with honours/ honours with research) OR 12th grade Pass with 4 Years of experience relevant experience OR Previous relevant Qualification of NSQF Level (5.5) with 1-2 Years of experience relevant experience OR Previous relevant Qualification of NSQF Level (5) with 3 Years of experience relevant experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	1.0

## **FIC/N7625: Identify, evaluate, and control food safety hazards**

### **Description**

This NOS describes the skills and knowledge required to identify, evaluate and control food safety hazards for the purposes of validating specific control measures in a food safety program.

### **Scope**

The scope covers the following :

- Identify food safety hazards in a food business
- Control food safety hazards in a food business

### **Elements and Performance Criteria**

#### *Identify food safety hazards in a food business*

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

- PC1.** perform primary research by reviewing the customer complaints, food recall/mock recall database and the previous non-conformance of internal audits, if any
- PC2.** research industry-based journals and technical information available in library or internet
- PC3.** brain storm with HACCP and Internal auditing team on the database reviewed
- PC4.** review & verify the processes, methods, material, machines and previous training held for employees
- PC5.** conduct a risk assessment for all processes, methods, materials and machines to evaluate the types of food safety hazards involved
- PC6.** identify physical, chemical, biological & allergenic food safety hazards that could present a risk in the food at the point of consumption by type, origin and food association
- PC7.** document the food safety hazards

#### *Control food safety hazards in a food business*

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

- PC8.** establish processing hazards and related control measures and critical limits
- PC9.** validate processing hazards that can be present and related control measures and critical limits on the shop floor
- PC10.** identify monitoring and recording requirements to eliminate or reduce food safety hazards to acceptable levels
- PC11.** determine food storage and handling requirements necessary to eliminate or reduce food safety hazards
- PC12.** establish personal hygiene practices required to eliminate or reduce food safety hazards
- PC13.** establish cleaning and sanitation, housekeeping and pest control practices and procedures required to prevent or reduce food safety hazards
- PC14.** develop other prerequisite programs to eliminate or reduce food safety hazards to acceptable levels

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** relevant standards, processes and procedures followed in the organisation
- KU2.** type of products manufactured by the organisation
- KU3.** internal processes like procurement, store management, inventory management, quality management and key contact points for query resolution
- KU4.** basic concept of food safety and hygiene
- KU5.** food safety and hygiene standards followed
- KU6.** food safety standards and regulations (as per FSSAI)
- KU7.** various hazards associated with food manufacturing process
- KU8.** the severity and probability of occurrence of hazards in the processes
- KU9.** biological, chemical, allergens and physical hazards in a food industry
- KU10.** hazard analysis and critical control point (HACCP)
- KU11.** various quality critical control points of food manufacturing process
- KU12.** how to review and analyse food safety procedures for errors and improvements
- KU13.** corrective actions for common errors in food manufacturing process
- KU14.** various issues that can arise during production and other processes as faced by team
- KU15.** how to do root cause analysis and perform corrective action and preventive actions
- KU16.** documentation and records need to maintain regarding analysis work performed
- KU17.** organizational policies and SOP on cleanliness
- KU18.** waste management procedures

### **Generic Skills (GS)**

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

- GS1.** read manuals, SOPs, health and safety instructions, memos, reports, job cards etc.
- GS2.** read and interpret images, graphs, diagrams for typical product specifications, job sheets, procedures, material labels and safety information as provided
- GS3.** prepare checklists, reports, and fill out forms in local language or Hindi/English
- GS4.** perform arithmetic calculations of addition, subtraction, multiplication, and division processes
- GS5.** state information, doubts, and concerns about work related matters in local language or Hindi/English
- GS6.** participate in workplace conversations and meetings and communicate by telephone in local language or Hindi/English
- GS7.** complete the assigned tasks as per schedule
- GS8.** plan and organise work according to the work requirements
- GS9.** establish priorities and deadlines in consultation with others and record them
- GS10.** analyse and apply the information gathered from observation, experience, reasoning, or communication to act efficiently
- GS11.** explore new approach of doing things to resolve issues
- GS12.** pay attention to equipment/apparatus operations detail

- GS13.** suggest improvements (if any) in current ways of working
- GS14.** importance of time management for achieving better results
- GS15.** think through the problem, evaluate the possible solution(s), and suggest an optimum / best possible solution(s)

**Assessment Criteria**

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<i>Identify food safety hazards in a food business</i>	<b>15</b>	<b>23</b>	<b>-</b>	<b>9</b>
<b>PC1.</b> perform primary research by reviewing the customer complaints, food recall/mock recall database and the previous non-conformance of internal audits, if any	-	-	-	-
<b>PC2.</b> research industry-based journals and technical information available in library or internet	-	-	-	-
<b>PC3.</b> brain storm with HACCP and Internal auditing team on the database reviewed	-	-	-	-
<b>PC4.</b> review & verify the processes, methods, material, machines and previous training held for employees	-	-	-	-
<b>PC5.</b> conduct a risk assessment for all processes, methods, materials and machines to evaluate the types of food safety hazards involved	-	-	-	-
<b>PC6.</b> identify physical, chemical, biological & allergenic food safety hazards that could present a risk in the food at the point of consumption by type, origin and food association	-	-	-	-
<b>PC7.</b> document the food safety hazards	-	-	-	-
<i>Control food safety hazards in a food business</i>	<b>15</b>	<b>27</b>	<b>-</b>	<b>11</b>
<b>PC8.</b> establish processing hazards and related control measures and critical limits	-	-	-	-
<b>PC9.</b> validate processing hazards that can be present and related control measures and critical limits on the shop floor	-	-	-	-
<b>PC10.</b> identify monitoring and recording requirements to eliminate or reduce food safety hazards to acceptable levels	-	-	-	-
<b>PC11.</b> determine food storage and handling requirements necessary to eliminate or reduce food safety hazards	-	-	-	-



<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC12.</b> establish personal hygiene practices required to eliminate or reduce food safety hazards	-	-	-	-
<b>PC13.</b> establish cleaning and sanitation, housekeeping and pest control practices and procedures required to prevent or reduce food safety hazards	-	-	-	-
<b>PC14.</b> develop other prerequisite programs to eliminate or reduce food safety hazards to acceptable levels	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>50</b>	<b>-</b>	<b>20</b>

**National Occupational Standards (NOS) Parameters**

<b>NOS Code</b>	FIC/N7625
<b>NOS Name</b>	Identify, evaluate, and control food safety hazards
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Quality Analysis/ Assurance
<b>NSQF Level</b>	6
<b>Credits</b>	4
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## **FIC/N7626: Conduct food safety audits**

### **Description**

This NOS unit is about to verify and confirm validation of food safety programs in the context of food safety legislation and client requirements. This unit applies to individuals who conduct on-site audits, and is relevant to regulatory and commercial food safety system auditors who may be auditing food safety in various contexts.

### **Scope**

The scope covers the following :

- Define scope of the audit
- Plan the audit
- Conduct the audit
- Manage the audit process
- Confirm and close out corrective actions
- Prepare and compile audit results
- Monitor and review audit system and activities

### **Elements and Performance Criteria**

#### *Define scope of the audit*

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

- PC1.** identify audit scope and define the extent of the audit to meet legislative and audit client requirements
- PC2.** ensure audit criteria meet legislative and client requirements
- PC3.** ensure the definition and levels of non-conformity
- PC4.** identify evidence required to address audit scope and criteria, and select appropriate collection methods
- PC5.** review food safety management system documents to determine adequacy for the purposes of the audit

#### *Plan the audit*

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

- PC6.** develop an audit plan that includes definitions and levels of non-conformity to meet the audit scope
- PC7.** identify activities and responsibilities for the audit
- PC8.** identify audit timing, including timetable for each stage of the audit
- PC9.** identify resource, personnel and reporting requirements
- PC10.** identify follow-up and completion procedures
- PC11.** establish communication protocols to facilitate the effective exchange of information and suited to the auditee environment

#### *Conduct the audit*

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

- PC12.** communicate information on the audit scope and methodology in an effective and timely manner with all stakeholders
- PC13.** follow stages and activities of the audit process
- PC14.** review methods used by the food business to carry out preliminary work
- PC15.** identify food safety hazards and assess level of risk to confirm that they are appropriate and correctly applied
- PC16.** identify non-conformances and perform root cause analysis for each non conformance
- PC17.** identify and evaluate evidence or reason for non-conformance
- PC18.** evaluate control measures and control limits to determine adequacy and relevance of the system
- PC19.** review methods used by the food business to control hazards and determine corrective action where processes are identified as not meeting targets or critical limits to confirm they are adequate, effective and appropriate
- PC20.** collect evidence to confirm that the documented food safety policies and procedures are working effectively, reflect actual practice and are consistently applied

#### *Manage the audit process*

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

- PC21.** monitor audit progress against the audit plan, and identify and address any variation to plan
- PC22.** identify and negotiate circumstances requiring the audit plan to be adjusted in a timely manner
- PC23.** ensure audits address audit scope and are conducted within time and resource constraints to meet quality and professional standards
- PC24.** review the audit process to identify opportunities for improvement

#### *Confirm and close out corrective actions*

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

- PC25.** ensure the corrective actions taken within stipulated timeframe
- PC26.** monitor the implementation of corrective actions
- PC27.** verify the effectiveness of corrective action taken by stakeholder
- PC28.** identify and address any variation to the food safety plan, if required
- PC29.** maintain audit findings and record corrective & preventive actions

#### *Prepare and compile audit results*

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

- PC30.** compare results of the audit evaluation against audit objectives and criteria plan
- PC31.** analyse audit results
- PC32.** provide objective evidence relating to the need for reduction, elimination and prevention of non-conformance as the basis for the audit report
- PC33.** produce audit report according to specified audit requirements
- PC34.** present audit report to auditee and other stakeholders

#### *Monitor and review audit system and activities*

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

- PC35.** determine and initiate any corrective action required to deal with non-conformance, in consultation with auditee
- PC36.** provide suggestions for improvements where applicable

- PC37.** ensure timelines are agreed on for completion of corrective action activities
- PC38.** ensure corrective action follow-up procedures are agreed with auditee
- PC39.** evaluate effectiveness and suitability in achieving audit objectives
- PC40.** investigate possible improvements in audit methods, economy and efficiency

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** relevant standards, processes and procedures followed in the organisation
- KU2.** type of products manufactured by the organisation
- KU3.** internal processes like procurement, store management, inventory management, quality management and key contact points for query resolution
- KU4.** organizational food quality and safety policy, procedures and processes associated with the food safety management system
- KU5.** risk and impact of not following defined procedures/work instructions
- KU6.** applicable Food Safety and Standards Act 2006 (FSSA) and its regulations
- KU7.** complete food safety management system implemented in the premises
- KU8.** SOP to use for Audit purpose
- KU9.** compliance with standard operating procedures and food safety regulations published by FSSAI
- KU10.** critical limits of possible risks
- KU11.** requirement of relevant documents and records necessary to conduct audits
- KU12.** how to plan and conduct audits of different departments against defined checklist
- KU13.** how to prepare control documents and formats for audits
- KU14.** importance of communication with food safety team members and should be able to understand the team work
- KU15.** the concept of root cause analysis (RCA), Corrective actions and preventive actions (CAPA)
- KU16.** how to address the non-conformances, root cause analysis identified during the audit
- KU17.** protocols of a food safety auditor
- KU18.** the necessary tools used by an auditor
- KU19.** regulatory requirements of products and organizational standards for products and manufacturing
- KU20.** how to reach at root cause of the issues identified
- KU21.** reporting procedure of the non-conformances to the relevant authorities
- KU22.** ways to prepare audit reports
- KU23.** how to analyse audit results
- KU24.** ways to present report to concerned person

## **Generic Skills (GS)**

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

- GS1.** read manuals, SOPs, health and safety instructions, memos, reports, job cards etc.

- GS2.** read and interpret images, graphs, diagrams for typical product specifications, job sheets, procedures, material labels and safety information as provided
- GS3.** prepare checklists, reports, and fill out forms in local language or Hindi/English
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- GS5.** state information, doubts, and concerns about work related matters in local language or Hindi/English
- GS6.** participate in workplace conversations and meetings and communicate by telephone in local language or Hindi/English
- GS7.** complete the assigned tasks as per schedule
- GS8.** plan and organise work according to the work requirements
- GS9.** establish priorities and deadlines in consultation with others and record them
- GS10.** analyse and apply the information gathered from observation, experience, reasoning, or communication to act efficiently
- GS11.** explore new approach of doing things to resolve issues
- GS12.** pay attention to equipment/apparatus operations detail
- GS13.** suggest improvements (if any) in current ways of working
- GS14.** importance of time management for achieving better results
- GS15.** think through the problem, evaluate the possible solution(s), and suggest an optimum / best possible solution(s)

**Assessment Criteria**

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<i>Define scope of the audit</i>	<b>5</b>	<b>10</b>	-	<b>5</b>
<b>PC1.</b> identify audit scope and define the extent of the audit to meet legislative and audit client requirements	-	-	-	-
<b>PC2.</b> ensure audit criteria meet legislative and client requirements	-	-	-	-
<b>PC3.</b> ensure the definition and levels of non-conformity	-	-	-	-
<b>PC4.</b> identify evidence required to address audit scope and criteria, and select appropriate collection methods	-	-	-	-
<b>PC5.</b> review food safety management system documents to determine adequacy for the purposes of the audit	-	-	-	-
<i>Plan the audit</i>	<b>6</b>	<b>13</b>	-	<b>6</b>
<b>PC6.</b> develop an audit plan that includes definitions and levels of non-conformity to meet the audit scope	-	-	-	-
<b>PC7.</b> identify activities and responsibilities for the audit	-	-	-	-
<b>PC8.</b> identify audit timing, including timetable for each stage of the audit	-	-	-	-
<b>PC9.</b> identify resource, personnel and reporting requirements	-	-	-	-
<b>PC10.</b> identify follow-up and completion procedures	-	-	-	-
<b>PC11.</b> establish communication protocols to facilitate the effective exchange of information and suited to the auditee environment	-	-	-	-
<i>Conduct the audit</i>	<b>13</b>	<b>20</b>	-	<b>7</b>
<b>PC12.</b> communicate information on the audit scope and methodology in an effective and timely manner with all stakeholders	-	-	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC13.</b> follow stages and activities of the audit process	-	-	-	-
<b>PC14.</b> review methods used by the food business to carry out preliminary work	-	-	-	-
<b>PC15.</b> identify food safety hazards and assess level of risk to confirm that they are appropriate and correctly applied	-	-	-	-
<b>PC16.</b> identify non-conformances and perform root cause analysis for each non conformance	-	-	-	-
<b>PC17.</b> identify and evaluate evidence or reason for non-conformance	-	-	-	-
<b>PC18.</b> evaluate control measures and control limits to determine adequacy and relevance of the system	-	-	-	-
<b>PC19.</b> review methods used by the food business to control hazards and determine corrective action where processes are identified as not meeting targets or critical limits to confirm they are adequate, effective and appropriate	-	-	-	-
<b>PC20.</b> collect evidence to confirm that the documented food safety policies and procedures are working effectively, reflect actual practice and are consistently applied	-	-	-	-
<i>Manage the audit process</i>	<b>6</b>	<b>8</b>	-	<b>3</b>
<b>PC21.</b> monitor audit progress against the audit plan, and identify and address any variation to plan	-	-	-	-
<b>PC22.</b> identify and negotiate circumstances requiring the audit plan to be adjusted in a timely manner	-	-	-	-
<b>PC23.</b> ensure audits address audit scope and are conducted within time and resource constraints to meet quality and professional standards	-	-	-	-
<b>PC24.</b> review the audit process to identify opportunities for improvement	-	-	-	-
<i>Confirm and close out corrective actions</i>	<b>4</b>	<b>7</b>	-	<b>3</b>



<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC25.</b> ensure the corrective actions taken within stipulated timeframe	-	-	-	-
<b>PC26.</b> monitor the implementation of corrective actions	-	-	-	-
<b>PC27.</b> verify the effectiveness of corrective action taken by stakeholder	-	-	-	-
<b>PC28.</b> identify and address any variation to the food safety plan, if required	-	-	-	-
<b>PC29.</b> maintain audit findings and record corrective & preventive actions	-	-	-	-
<i>Prepare and compile audit results</i>	<b>5</b>	<b>9</b>	-	<b>2</b>
<b>PC30.</b> compare results of the audit evaluation against audit objectives and criteria plan	-	-	-	-
<b>PC31.</b> analyse audit results	-	-	-	-
<b>PC32.</b> provide objective evidence relating to the need for reduction, elimination and prevention of non-conformance as the basis for the audit report	-	-	-	-
<b>PC33.</b> produce audit report according to specified audit requirements	-	-	-	-
<b>PC34.</b> present audit report to auditee and other stakeholders	-	-	-	-
<i>Monitor and review audit system and activities</i>	<b>6</b>	<b>8</b>	-	<b>4</b>
<b>PC35.</b> determine and initiate any corrective action required to deal with non-conformance, in consultation with auditee	-	-	-	-
<b>PC36.</b> provide suggestions for improvements where applicable	-	-	-	-
<b>PC37.</b> ensure timelines are agreed on for completion of corrective action activities	-	-	-	-
<b>PC38.</b> ensure corrective action follow-up procedures are agreed with auditee	-	-	-	-
<b>PC39.</b> evaluate effectiveness and suitability in achieving audit objectives	-	-	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC40.</b> investigate possible improvements in audit methods, economy and efficiency	-	-	-	-
<b>NOS Total</b>	<b>45</b>	<b>75</b>	-	<b>30</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N7626
<b>NOS Name</b>	Conduct food safety audits
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Quality Analysis/ Assurance
<b>NSQF Level</b>	6
<b>Credits</b>	13
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## DGT/VSQ/N0103: Employability Skills (90 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.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

#### *Constitutional values - Citizenship*

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

- PC4.** 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.
- PC5.** follow environmentally sustainable practices

#### *Becoming a Professional in the 21st Century*

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

- PC6.** recognize the significance of 21st Century Skills for employment
- PC7.** 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

**PC8.** adopt a continuous learning mindset for personal and professional development

*Basic English Skills*

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

**PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone

**PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English

**PC11.** 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:

**PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes

**PC13.** prepare a career development plan with short- and long-term goals

*Communication Skills*

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

**PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings

**PC15.** use active listening techniques for effective communication

**PC16.** communicate in writing using appropriate style and format based on formal or informal requirements

**PC17.** work collaboratively with others in a team

*Diversity & Inclusion*

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

**PC18.** communicate and behave appropriately with all genders and PwD

**PC19.** 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:

**PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.

**PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook

**PC22.** identify common components of salary and compute income, expenses, taxes, investments etc

**PC23.** 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:

**PC24.** operate digital devices and use their features and applications securely and safely

**PC25.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.

**PC26.** display responsible online behaviour while using various social media platforms

**PC27.** create a personal email account, send and process received messages as per requirement

**PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications

**PC29.** utilize virtual collaboration tools to work effectively

### *Entrepreneurship*

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

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** 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:

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

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

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** 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.** components of salary and 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

- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** 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 in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- 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
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
<b>PC2.</b> identify and explore learning and employability relevant portals	-	-	-	-
<b>PC3.</b> research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC4.</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>PC5.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC6.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC7.</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	-	-	-	-
<b>PC8.</b> adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC11.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-
<b>PC12.</b> identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
<b>PC13.</b> prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC14.</b> follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
<b>PC15.</b> use active listening techniques for effective communication	-	-	-	-
<b>PC16.</b> communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
<b>PC17.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC18.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC19.</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>PC20.</b> identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
<b>PC21.</b> carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC22.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC23.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>5</b>	-	-
<b>PC24.</b> operate digital devices and use their features and applications securely and safely	-	-	-	-
<b>PC25.</b> carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
<b>PC26.</b> display responsible online behaviour while using various social media platforms	-	-	-	-
<b>PC27.</b> create a personal email account, send and process received messages as per requirement	-	-	-	-
<b>PC28.</b> carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
<b>PC29.</b> utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC30.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC31.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC32.</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>PC33.</b> identify different types of customers and ways to communicate with them	-	-	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC34.</b> identify and respond to customer requests and needs in a professional manner	-	-	-	-
<b>PC35.</b> use appropriate tools to collect customer feedback	-	-	-	-
<b>PC36.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC37.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC38.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC39.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC40.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC41.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0103
<b>NOS Name</b>	Employability Skills (90 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022

## 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

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
FIC/N7625. Identify, evaluate, and control food safety hazards	30	50	-	20	100	45
FIC/N7626. Conduct food safety audits	45	75	-	30	150	50
DGT/VSQ/N0103. Employability Skills (90 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>95</b>	<b>155</b>	<b>-</b>	<b>50</b>	<b>300</b>	<b>100</b>

## 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
<b>HACCP</b>	Hazard Analysis and Critical Control Point
<b>FSSAI</b>	Food Safety and Standards Authority of India
<b>SOP</b>	Standard Operating Procedures
<b>RCA</b>	Root Cause Analysis
<b>CAPA</b>	Corrective Actions and Preventive Actions
<b>FSSA</b>	Food Safety and Standards Act

## 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.
<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.