

## Qualification Pack



# Regulatory Affairs Manager (Food)

QP Code: FIC/Q9002

Version: 3.0

NSQF Level: 6

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## Qualification Pack

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### FIC/Q9002: Regulatory Affairs Manager (Food)

#### Brief Job Description

A Regulatory Affairs Manager (Food) is responsible for overseeing the design, development, implementation, and continuous improvement of the organization's food regulatory compliance. The individual ensures that all products comply with the applicable national and international food safety regulations. The person serves as the key liaison between the organization and government regulatory authorities, coordinating regulatory submissions, approvals, and compliance efforts. Additionally, the individual provides strategic guidance on regulatory matters, supports product development, and ensures that all regulatory requirements are met across the production and distribution processes.

#### Personal Attributes

The individual should possess strong verbal and written communication skills, along with the ability to capture, populate and interpret data with accurate calculations. Key personal attributes include excellent organizational, analytical, and problem-solving abilities, to plan, prioritize, and manage multiple regulatory projects effectively. The role requires a high level of attention to detail and sustained concentration, along with the ability to maintain focus under work pressure.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [FIC/N9011: Implement food regulatory systems and ensure compliance in food processing units](#)
2. [FIC/N9012: Manage changes in food regulatory systems](#)
3. [FIC/N9013: Prepare regulatory submissions and new product registration documents](#)
4. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### 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

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<b>Credits</b>	21
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2004/NIL
<b>Minimum Educational Qualification &amp; Experience</b>	<p>Pursuing 1st year of PG (after 4 year UG Degree with Honours/ honors with Research) (or 2-year PG after a 3-year UG (in Food Science or Applied Science) with 3 Years of experience in Food Processing/ Food Quality</p> <p>OR</p> <p>Completed 4 year UG program (3-year UG in Food Science or Applied Science) with 4.5 years of experience of relevant experience in Food Processing/ Food Quality</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level (5.5) with 3 Years of experience in Food Processing/ Food Quality</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level (5) with 4.5 years of experience in Food Processing/ Food Quality</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>	21 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	18/02/2028
<b>NSQC Approval Date</b>	18/02/2025
<b>Version</b>	3.0
<b>Reference code on NQR</b>	QG-06-FI-03608-2025-V2-FICSI
<b>NQR Version</b>	2.0

#### Remarks:

Nil

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# FIC/N9011: Implement food regulatory systems and ensure compliance in food processing units

## Description

This unit focuses on implementing regulatory systems in food processing units to ensure compliance with national and international food safety and quality standards.

## Scope

The scope covers the following :

- Design and develop regulatory system
- Monitor and audit regulatory system
- Provide training on regulatory system

## Elements and Performance Criteria

### *Design and develop regulatory system*

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

- PC1.** identify relevant food safety regulations and develop clear, consistent regulatory policies for legal security and high food safety standards
- PC2.** design a risk-based regulatory system focused on risk reduction, feasibility, and transparency
- PC3.** incorporate GMP, GHP, and HACCP into a comprehensive food safety regulatory compliance framework
- PC4.** develop contingency systems for traceability, recalls, and containment, with clear roles and coordination across the food chain
- PC5.** ensure accurate communication of food safety information in advertisement and labelling
- PC6.** create systems where all stakeholders (raw material and packaging material suppliers, producers, processors, distributors, retailers) share responsibility for food safety at all stages
- PC7.** foster consumer confidence through a regulatory system that ensures compliance, transparency and food safety
- PC8.** implement provisions for consumers' rights to ensure accurate and sufficient information
- PC9.** provide strategic regulatory advice during product development and commercialization

### *Monitor and audit regulatory system*

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

- PC10.** develop and review SOPs ensuring robust regulatory compliance system and support corporate quality assurance
- PC11.** ensure labelling, advertisement, claims, packaging, and export-import materials meet national and international regulatory standards as applicable
- PC12.** review submissions for regulatory authority clearance
- PC13.** initiate regulatory compliance process developments and improvements

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- PC14.** conduct periodic compliance audits in food processing units to assess the status on regulatory compliance
- PC15.** review audit reports to assess the effectiveness of the regulatory compliance system, recommend area of improvements and ensure its timely closure
- PC16.** identify non-compliance reasons in case of consumer query
- PC17.** collect evidence for food, legal metrology and consumer court cases and assist in litigations
- PC18.** monitor and review status on regulatory commitments

### *Provide training on regulatory system*

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

- PC19.** train employees on regulatory policies and procedures, national and international food laws, and best practices
- PC20.** conduct training on evidence collection and handling consumer complaints
- PC21.** organize and deliver training to employees on implementing, monitoring regulatory compliance systems, and liaising with regulatory authorities under the aegis of industry associations
- PC22.** provide updates on regulatory changes and ensure their timely implementation

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the principles, processes, goals, and policies related to food safety and regulatory affairs
- KU2.** the regulatory systems concerning food processing and the manufactured products
- KU3.** the process of designing and developing SOPs and food regulatory compliance systems that align with national and international regulatory frameworks and best industry practices
- KU4.** the latest national and international trends in food regulatory policies to create systems that reflect current industry standards and consumer expectations
- KU5.** the direct and indirect factors, such as market conditions and technological innovations, that influence the development of regulatory policies and systems
- KU6.** the national and international food safety laws and regulations, such as Food Safety and Standards Authority of India (FSSAI), Food and Drug Administration (FDA), CODEX Alimentarius, and European Union (EU) food safety regulations
- KU7.** the food safety standards like Good Manufacturing Practices (GMP), Good Hygiene Practices (GHP), and Hazard Analysis Critical Control Points (HACCP)
- KU8.** the process of designing risk-based regulatory systems that prioritize risk reduction, transparency, and feasibility, ensuring food safety across the supply chain
- KU9.** how to incorporate GMP, GHP, and HACCP principles into a comprehensive regulatory compliance framework to uphold high food safety standards, ensuring safe and wholesome food for human consumption
- KU10.** the contingency measures for food recalls and containment strategies
- KU11.** the process of coordinating roles and responsibilities across the food chain to ensure clarity in case of food safety incidents
- KU12.** the legal requirements for accurate food safety communication in marketing, labelling, and advertising



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- KU13.** how to implement systems that ensure consumers have access to accurate, clear, and sufficient food safety information, supporting consumer rights
- KU14.** the process of creating regulatory compliance systems to promote shared responsibility for food safety among producers, processors, and retailers
- KU15.** how to build a regulatory compliance system that fosters consumer confidence by ensuring transparency, efficiency, and adherence to food quality standards
- KU16.** the process of developing and reviewing SOPs to ensure continuous regulatory compliance and support corporate quality assurance
- KU17.** how to conduct regular compliance audits, reviewing audit reports to evaluate the effectiveness of the regulatory system and suggesting necessary improvements
- KU18.** the appropriate procedures to ensure marketing, labelling, and export-import activities comply with regulatory requirements
- KU19.** how to identify non-compliance issues in consumer complaints, gather evidence for legal proceedings, and assist in regulatory prosecutions related to food safety violations
- KU20.** how to monitor progress on regulatory commitments and ensure compliance with legal obligations during consumer court cases
- KU21.** the process of training methods to educate managers and other stakeholders on food safety laws, national and international quality standards, and regulatory policies
- KU22.** how organize and deliver training sessions on implementing and monitoring regulatory systems, and liaising with regulatory authorities
- KU23.** the importance of following updates on regulatory changes

## Generic Skills (GS)

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

- GS1.** analyze complex regulatory challenges and develop practical solutions
- GS2.** communicate regulatory policies and food safety information clearly to various stakeholders
- GS3.** work collaboratively with internal teams, regulatory bodies, and industry associations
- GS4.** review documents, SOPs, and audit reports for regulatory compliance
- GS5.** ensure accuracy in food safety information, labelling, and marketing materials
- GS6.** manage multiple regulatory projects, audits, and training sessions within deadlines
- GS7.** prioritize regulatory tasks to meet national and international compliance standards
- GS8.** implement updates and improvements to regulatory systems and processes
- GS9.** provide training and strategic advice on regulatory policies and systems
- GS10.** guide teams in understanding and implementing regulatory requirements effectively
- GS11.** conduct research on national and international regulations, food laws, and quality standards
- GS12.** assess risks, review submissions, and make informed recommendations

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Design and develop regulatory system</i>	<b>12</b>	<b>20</b>	-	<b>9</b>
<b>PC1.</b> identify relevant food safety regulations and develop clear, consistent regulatory policies for legal security and high food safety standards	1	2	-	1
<b>PC2.</b> design a risk-based regulatory system focused on risk reduction, feasibility, and transparency	2	3	-	1
<b>PC3.</b> incorporate GMP, GHP, and HACCP into a comprehensive food safety regulatory compliance framework	1	2	-	1
<b>PC4.</b> develop contingency systems for traceability, recalls, and containment, with clear roles and coordination across the food chain	2	2	-	1
<b>PC5.</b> ensure accurate communication of food safety information in advertisement and labelling	1	2	-	1
<b>PC6.</b> create systems where all stakeholders (raw material and packaging material suppliers, producers, processors, distributors, retailers) share responsibility for food safety at all stages	2	3	-	1
<b>PC7.</b> foster consumer confidence through a regulatory system that ensures compliance, transparency and food safety	1	2	-	1
<b>PC8.</b> implement provisions for consumers' rights to ensure accurate and sufficient information	1	2	-	1
<b>PC9.</b> provide strategic regulatory advice during product development and commercialization	1	2	-	1
<i>Monitor and audit regulatory system</i>	<b>12</b>	<b>20</b>	-	<b>9</b>
<b>PC10.</b> develop and review SOPs ensuring robust regulatory compliance system and support corporate quality assurance	2	3	-	1



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> ensure labelling, advertisement, claims, packaging, and export-import materials meet national and international regulatory standards as applicable	1	2	-	1
<b>PC12.</b> review submissions for regulatory authority clearance	1	2	-	1
<b>PC13.</b> initiate regulatory compliance process developments and improvements	1	2	-	1
<b>PC14.</b> conduct periodic compliance audits in food processing units to assess the status on regulatory compliance	2	2	-	1
<b>PC15.</b> review audit reports to assess the effectiveness of the regulatory compliance system, recommend area of improvements and ensure its timely closure	2	3	-	1
<b>PC16.</b> identify non-compliance reasons in case of consumer query	1	2	-	1
<b>PC17.</b> collect evidence for food, legal metrology and consumer court cases and assist in litigations	1	2	-	1
<b>PC18.</b> monitor and review status on regulatory commitments	1	2	-	1
<i>Provide training on regulatory system</i>	<b>6</b>	<b>10</b>	-	<b>2</b>
<b>PC19.</b> train employees on regulatory policies and procedures, national and international food laws, and best practices	1.5	2.5	-	0.5
<b>PC20.</b> conduct training on evidence collection and handling consumer complaints	1.5	2.5	-	0.5
<b>PC21.</b> organize and deliver training to employees on implementing, monitoring regulatory compliance systems, and liaising with regulatory authorities under the aegis of industry associations	1.5	2.5	-	0.5
<b>PC22.</b> provide updates on regulatory changes and ensure their timely implementation	1.5	2.5	-	0.5
<b>NOS Total</b>	<b>30</b>	<b>50</b>	-	<b>20</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N9011
<b>NOS Name</b>	Implement food regulatory systems and ensure compliance in food processing units
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Production
<b>NSQF Level</b>	6
<b>Credits</b>	8
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## Qualification Pack

### FIC/N9012: Manage changes in food regulatory systems

#### Description

This unit is about managing changes in the food regulatory systems to ensure product compliance to national and international food regulatory systems.

#### Scope

The scope covers the following :

- Plan regulatory system changes
- Lead regulatory system changes
- Monitor and evaluate regulatory system changes

#### Elements and Performance Criteria

##### *Plan regulatory system changes*

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

- PC1.** evaluate procedures, systems, and structures needing change
- PC2.** identify gaps in current policies and procedures
- PC3.** identify barriers to change and develop strategies to overcome them
- PC4.** assess risks and benefits of the change strategy and establish contingency plans
- PC5.** ensure management and staff understand the need, impact, and expected outcomes of the change
- PC6.** prepare short and long-term change implementation plans
- PC7.** plan training and support for the successful adoption of changes

##### *Lead regulatory system changes*

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

- PC8.** communicate the reasons, importance, and benefits of regulatory changes to employees
- PC9.** implement change strategies using available resources
- PC10.** guide managers in the change process for regulatory compliance
- PC11.** set and prioritize change objectives, address obstacles, and support staff through the transition
- PC12.** communicate progress to all stakeholders regularly

##### *Monitor and evaluate regulatory system changes*

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

- PC13.** review reports to evaluate the effectiveness of implemented changes
- PC14.** organize internal and external review-audits/assessment to verify the success of changes
- PC15.** develop systems to monitor and assess progress in the regulatory system
- PC16.** create a reporting mechanism to review effectiveness and gather feedback
- PC17.** document and communicate the results of changes to management
- PC18.** recognize and reward employees for successfully implementing changes

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**PC19.** ensure changes meet organizational needs and comply with national and international regulations

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the strategies and frameworks for planning changes in the regulatory compliance system to align with business objectives
- KU2.** the process of evaluating current systems and identifying gaps in policies, procedures, and regulatory compliance frameworks
- KU3.** the process of planning changes in the regulatory compliance system, including risk assessment, identifying barriers, and developing strategies to overcome them
- KU4.** the methods to create both short-term and long-term deliverables to ensure smooth transitions
- KU5.** the techniques to effectively communicate the importance and benefits of regulatory changes to management and employees
- KU6.** how to plan and execute training programs to support staff in understanding and implementing changes in the regulatory system
- KU7.** how to train staff in executing strategies for regulatory change using available resources
- KU8.** the techniques for setting priorities, addressing obstacles, and supporting employees during the implementation process
- KU9.** the Total Quality Management (TQM) systems to review and evaluate the effectiveness of changes in the regulatory system
- KU10.** how to organize and conduct internal and external audits to assess regulatory compliance and the impact of changes
- KU11.** the methods to develop systems for ongoing monitoring and assessing regulatory changes
- KU12.** the techniques for documenting progress, obtaining feedback, and communicating the outcomes of regulatory changes to management
- KU13.** how to create systems that recognize and reward employees for successful implementation of regulatory changes
- KU14.** the techniques for ensuring continuous improvement by monitoring the long-term impact of regulatory changes and aligning them with global regulatory requirements

### Generic Skills (GS)

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

- GS1.** evaluate current systems and identify gaps in policies and procedures
- GS2.** assess risks and develop strategies to overcome regulatory barriers
- GS3.** explain the importance and benefits of regulatory changes to management and employees
- GS4.** provide regular feedback and updates on progress and outcomes of regulatory changes
- GS5.** plan and execute training programs to help staff understand and implement regulatory changes

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- GS6.** support teams through prioritizing tasks, addressing obstacles, and guiding implementation efforts
- GS7.** create short-term and long-term plans for smooth transitions
- GS8.** address challenges during regulatory change implementation and develop workable solutions
- GS9.** identify obstacles and develop strategies to ensure smooth transitions
- GS10.** set priorities, manage resources, and execute regulatory change strategies within given timelines
- GS11.** monitor the implement process and ensure successful regulatory transitions
- GS12.** organize and conduct internal and external audits to assess the impact of regulatory changes
- GS13.** ensure ongoing monitoring and alignment with global regulatory requirements
- GS14.** foster a culture of continuous improvement and regulatory compliance within the organization

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan regulatory system changes</i>	<b>12</b>	<b>20</b>	-	<b>7</b>
<b>PC1.</b> evaluate procedures, systems, and structures needing change	2	3	-	1
<b>PC2.</b> identify gaps in current policies and procedures	2	3	-	1
<b>PC3.</b> identify barriers to change and develop strategies to overcome them	2	3	-	1
<b>PC4.</b> assess risks and benefits of the change strategy and establish contingency plans	2	3	-	1
<b>PC5.</b> ensure management and staff understand the need, impact, and expected outcomes of the change	2	3	-	1
<b>PC6.</b> prepare short and long-term change implementation plans	1	3	-	1
<b>PC7.</b> plan training and support for the successful adoption of changes	1	2	-	1
<i>Lead regulatory system changes</i>	<b>6</b>	<b>10</b>	-	<b>6</b>
<b>PC8.</b> communicate the reasons, importance, and benefits of regulatory changes to employees	1	2	-	1
<b>PC9.</b> implement change strategies using available resources	1	2	-	1
<b>PC10.</b> guide managers in the change process for regulatory compliance	2	2	-	2
<b>PC11.</b> set and prioritize change objectives, address obstacles, and support staff through the transition	1	2	-	1
<b>PC12.</b> communicate progress to all stakeholders regularly	1	2	-	1
<i>Monitor and evaluate regulatory system changes</i>	<b>12</b>	<b>20</b>	-	<b>7</b>
<b>PC13.</b> review reports to evaluate the effectiveness of implemented changes	2	3	-	1

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> organize internal and external review-audits/assessment to verify the success of changes	2	3	-	1
<b>PC15.</b> develop systems to monitor and assess progress in the regulatory system	2	3	-	1
<b>PC16.</b> create a reporting mechanism to review effectiveness and gather feedback	2	3	-	1
<b>PC17.</b> document and communicate the results of changes to management	2	3	-	1
<b>PC18.</b> recognize and reward employees for successfully implementing changes	1	3	-	1
<b>PC19.</b> ensure changes meet organizational needs and comply with national and international regulations	1	2	-	1
<b>NOS Total</b>	<b>30</b>	<b>50</b>	<b>-</b>	<b>20</b>



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N9012
<b>NOS Name</b>	Manage changes in food regulatory systems
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Production
<b>NSQF Level</b>	6
<b>Credits</b>	7
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## Qualification Pack

# FIC/N9013: Prepare regulatory submissions and new product registration documents

## Description

This unit is about preparing representations for the regulatory authorities on existing food products and for new product registrations, and liaising with food regulatory authorities, self-regulatory associations, industrial and trade associations.

## Scope

The scope covers the following :

- Prepare regulatory documents for authorities
- Liaise with regulatory authorities
- Manage new product registrations

## Elements and Performance Criteria

### *Prepare regulatory documents for authorities*

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

- PC1.** collect, evaluate, and prepare regulatory documents in accordance with FSSAI regulations, ensuring data is well-researched and relevant
- PC2.** review regulatory guidelines and prepare accurate, compliant documents
- PC3.** translate regulatory requirements into actionable plans with timelines for development and implementation
- PC4.** coordinate with authorities to resolve disputes, negotiate approvals, and finalize projects
- PC5.** prepare comprehensive documents with technical data, checklists, and declarations of conformity
- PC6.** collaborate with consultants, partners, and co-manufacturers to finalize and submit regulatory documents
- PC7.** respond to communications from regulatory authorities and prepare necessary responses
- PC8.** prepare safety reports on raw materials, additives, and ingredients for regulatory submissions
- PC9.** identify non-compliance issues, compile technical documentation, and submit evidence to authorities
- PC10.** follow up with government authorities on product bans and regulatory communications

### *Liaise with regulatory authorities*

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

- PC11.** engage with regulatory bodies during product development for clarifications and approvals
- PC12.** collaborate with authorities to develop and review regulatory standards
- PC13.** coordinate feedback on proposed regulations and represent the organization's interests
- PC14.** address regulatory discrepancies across different governments and ensure cost-effective compliance

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- PC15.** identify and manage threats or opportunities from upcoming regulations by liaising with industry associations
- PC16.** work closely with regulatory associations (CII, FICCI, AIFPA, etc.) on national and international regulatory challenges

### *Manage new product registrations*

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

- PC17.** prepare clear arguments and explanations for new product licenses
- PC18.** present registration documents to authorities and notified bodies for approvals
- PC19.** negotiate with regulatory authorities to secure product approval
- PC20.** monitor the application process to ensure a favorable outcome
- PC21.** respond to government requests on new product approvals
- PC22.** provide reports on advertising and label claims for new products to ensure compliance

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the FSSAI act, rules, regulations and the standard format for preparing regulatory documents
- KU2.** the methods to collect, collate, and evaluate data for regulatory submissions
- KU3.** how to prepare technical documents, checklists, safety reports, and declarations of conformity
- KU4.** the regulatory guidelines and requirements for the relevant food products
- KU5.** the procedure to respond to communications and requests from regulatory authorities
- KU6.** the methods for preparing thoughtful and accurate feedback on regulatory documents
- KU7.** the government regulatory authorities (e.g., FSSAI, FDA) and relevant bodies handling food safety regulations
- KU8.** the procedures to interact with regulatory authorities and notified bodies for approvals, feedback, and resolving disputes
- KU9.** how to liaise with industry associations like CII, FICCI, ASSOCHAM, AIFPA, ICMA etc., on regulatory challenges and upcoming compliance changes
- KU10.** how to liaise with educational institutions like NIFTEM, NDRI etc., to prepare scientific backup on claims and product approvals
- KU11.** the new product registration process, including writing arguments and preparing documents for approvals
- KU12.** the procedures for responding to regulatory communications related to new product licensing
- KU13.** how to present compliance reports for advertising and label claims for new products
- KU14.** the legal communication methods and procedures to respond to regulatory inquiries
- KU15.** the formal approach for participating in meetings with regulatory authorities and trade associations

## Generic Skills (GS)

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

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- GS1.** gather, organize, and assess data for regulatory purposes, ensuring accuracy and relevance
- GS2.** prepare clear, concise technical documents, reports, and checklists for regulatory submissions
- GS3.** ensure accuracy when preparing safety reports, regulatory documents, and feedback
- GS4.** respond to inquiries and requests from regulatory authorities, ensuring clear and precise communication
- GS5.** apply international food safety regulations in a practical context
- GS6.** follow legal communication methods to respond to regulatory inquiries and maintain compliance
- GS7.** address regulatory challenges, resolve disputes, and provide accurate feedback to authorities
- GS8.** coordinate with regulatory authorities, industry bodies, and trade associations to navigate regulatory landscapes effectively
- GS9.** draft and present compliance reports, new product registration documents, and label claims in line with regulations

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare regulatory documents for authorities</i>	<b>14</b>	<b>22</b>	-	<b>10</b>
<b>PC1.</b> collect, evaluate, and prepare regulatory documents in accordance with FSSAI regulations, ensuring data is well-researched and relevant	1	2	-	1
<b>PC2.</b> review regulatory guidelines and prepare accurate, compliant documents	2	3	-	1
<b>PC3.</b> translate regulatory requirements into actionable plans with timelines for development and implementation	1	2	-	1
<b>PC4.</b> coordinate with authorities to resolve disputes, negotiate approvals, and finalize projects	1	2	-	1
<b>PC5.</b> prepare comprehensive documents with technical data, checklists, and declarations of conformity	2	2	-	1
<b>PC6.</b> collaborate with consultants, partners, and co-manufacturers to finalize and submit regulatory documents	2	3	-	1
<b>PC7.</b> respond to communications from regulatory authorities and prepare necessary responses	1	2	-	1
<b>PC8.</b> prepare safety reports on raw materials, additives, and ingredients for regulatory submissions	1	2	-	1
<b>PC9.</b> identify non-compliance issues, compile technical documentation, and submit evidence to authorities	2	2	-	1
<b>PC10.</b> follow up with government authorities on product bans and regulatory communications	1	2	-	1
<i>Liaise with regulatory authorities</i>	<b>8</b>	<b>14</b>	-	<b>5</b>
<b>PC11.</b> engage with regulatory bodies during product development for clarifications and approvals	2	3	-	1

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> collaborate with authorities to develop and review regulatory standards	1	2	-	1
<b>PC13.</b> coordinate feedback on proposed regulations and represent the organization's interests	1	2	-	0.5
<b>PC14.</b> address regulatory discrepancies across different governments and ensure cost-effective compliance	1	3	-	1
<b>PC15.</b> identify and manage threats or opportunities from upcoming regulations by liaising with industry associations	2	2	-	1
<b>PC16.</b> work closely with regulatory associations (CII, FICCI, AIFPA, etc.) on national and international regulatory challenges	1	2	-	0.5
<i>Manage new product registrations</i>	<b>8</b>	<b>14</b>	-	<b>5</b>
<b>PC17.</b> prepare clear arguments and explanations for new product licenses	2	3	-	1
<b>PC18.</b> present registration documents to authorities and notified bodies for approvals	1	2	-	1
<b>PC19.</b> negotiate with regulatory authorities to secure product approval	1	2	-	0.5
<b>PC20.</b> monitor the application process to ensure a favorable outcome	1	3	-	1
<b>PC21.</b> respond to government requests on new product approvals	2	2	-	1
<b>PC22.</b> provide reports on advertising and label claims for new products to ensure compliance	1	2	-	0.5
<b>NOS Total</b>	<b>30</b>	<b>50</b>	-	<b>20</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N9013
<b>NOS Name</b>	Prepare regulatory submissions and new product registration documents
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Production
<b>NSQF Level</b>	6
<b>Credits</b>	4
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025



## 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:

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- 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.

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**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	-	-	-	-

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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>	31/01/2024
<b>Next Review Date</b>	31/01/2027
<b>NSQC Clearance Date</b>	31/01/2024

## 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.

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**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
FIC/N9011.Implement food regulatory systems and ensure compliance in food processing units	30	50	-	20	100	30
FIC/N9012.Manage changes in food regulatory systems	30	50	-	20	100	30
FIC/N9013.Prepare regulatory submissions and new product registration documents	30	50	-	20	100	30
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>110</b>	<b>180</b>	<b>-</b>	<b>60</b>	<b>350</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
<b>SOP</b>	Standard Operating Procedures
<b>FSSAI</b>	Food Safety and Standards Authority of India
<b>FDA</b>	Food and Drug Administration
<b>GHP</b>	Good Hygiene Practices
<b>GMP</b>	Good Manufacturing Practices
<b>HACCP</b>	Hazard Analysis Critical Control Points
<b>VACCP</b>	Vulnerability Assessment Critical Control Points
<b>TACCP</b>	Threat Assessment Critical Control Points
<b>RCA</b>	Root Cause Analysis
<b>CAPA</b>	Corrective and Preventive Actions
<b>PPE</b>	Personal Protective Equipment
<b>CII</b>	Confederation of Indian Industry
<b>FICCI</b>	Federation of Indian Chambers of Commerce and Industry
<b>AIFPA</b>	All India Food Processors' Association
<b>CPR</b>	Cardio-Pulmonary Resuscitation

## 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.