

## Qualification Pack



# Food Product Developer

QP Code: FIC/Q9301

Version: 2.0

NSQF Level: 5

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## Qualification Pack

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### FIC/Q9301: Food Product Developer

#### Brief Job Description

A Food Product Developer is responsible for driving innovation and ensuring the development of high-quality, market-relevant products that meet consumer demands. The role involves leading recipe formulation, product development, and process optimization to enhance the organization's product portfolio and gain a competitive edge. The individual collaborates with cross-functional teams, including marketing, quality assurance, and production, to align product specifications with brand objectives and regulatory standards.

#### Personal Attributes

The individual should possess strong product and process knowledge, and be highly research-oriented with a passion for innovation. The person should be proactive in identifying opportunities for improvement and have a detail-oriented and consistent approach toward enhancing product quality. Additionally, the individual should have a logical and investigative mindset with excellent problem-solving skills to effectively carry out product development tasks. Strong communication and teamwork abilities are also essential.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [FIC/N9301: Develop recipe formulations and product development SOPs](#)
2. [FIC/N9302: Undertake food product development cycle](#)
3. [FIC/N9906: Apply food safety guidelines in Food Processing](#)
4. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Fruits and Vegetables, Food Grain Milling (Including oil seeds), Dairy Products, Meat and Poultry, Fish and Seafood, Bread and Bakery, Alcoholic Beverages, Aerated Water/Soft Drinks
<b>Occupation</b>	Research and Development
<b>Country</b>	India

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<b>NSQF Level</b>	5
<b>Credits</b>	17
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2131.1400
<b>Minimum Educational Qualification &amp; Experience</b>	<p>Completed 3 year UG degree (or 4-year UG ) with 3 Years of experience in relevant field</p> <p>OR</p> <p>Completed 2nd year of UG (UG Diploma) with 4.5 years of experience in relevant field</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level (4) with 3 Years of experience in food research and development</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level (4.5) with 1.5 years of experience in food research and development</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>	2.0
<b>Reference code on NQR</b>	QG-05-FI-03610-2025-V2-FICSI
<b>NQR Version</b>	2.0

### Remarks:

Nil

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### FIC/N9301: Develop recipe formulations and product development SOPs

#### Description

This unit involves creating and refining recipe formulations and developing standardized product development Standard Operating Procedures (SOPs) to ensure quality, compliance, and consistency in production.

#### Scope

The scope covers the following :

- Formulate recipes
- Scale up production
- Develop product SOPs
- Follow FSSAI regulations
- Benchmark products

#### Elements and Performance Criteria

##### *Formulate recipes*

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

- PC1.** obtain consumer and market data on trends, preferences, and demographics from the marketing team
- PC2.** experiment with ingredient combinations and recipes, applying different food processing methods
- PC3.** develop prototypes of desired products using new or existing ingredients and processes
- PC4.** test prototypes for sensory parameters such as taste, texture, smell, and appearance
- PC5.** incorporate feedback from sensory evaluations into ingredient and process adjustments
- PC6.** refine recipes and methods iteratively until the desired product quality is achieved
- PC7.** ensure new recipes comply with FSSAI regulations
- PC8.** develop recipe costing and portion sizing
- PC9.** follow standardized measurements for recipe formulation and packaging guidelines
- PC10.** identify and select raw material vendors following organizational procedures
- PC11.** prepare a Bill of Materials (BOM) and estimate product costs
- PC12.** calculate process efficiency and process loss to determine product gross margin

##### *Scale up production*

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

- PC13.** scale up the product after prototype finalization
- PC14.** test the scaled-up product for sensory parameters and standardize the recipe and process
- PC15.** conduct focus group testing with target consumers and gather feedback
- PC16.** refine the recipe based on consumer feedback and preferences
- PC17.** define acceptable ingredient and product specifications for scale-up comparison
- PC18.** review and adjust recipes following Standard Operating Procedures (SOPs)

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- PC19.** determine whether the process is batch or continuous
- PC20.** collect nutritional analysis data in line with organizational procedures
- PC21.** verify product Halal certification for export if required
- PC22.** declare allergens as per FSSAI guidelines

### *Develop product SOPs*

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

- PC23.** set quality testing parameters for new products, including appearance, taste, contaminants, and nutritional value
- PC24.** document SOPs for maintaining product consistency across the organization, including process flow, raw material specifications, and packaging requirements
- PC25.** ensure guidelines comply with FSSAI regulations
- PC26.** develop technical and in-process specifications for testing during product trials

### *Follow FSSAI regulations*

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

- PC27.** ensure no mixing of non-permitted ingredients as per FSSAI guidelines
- PC28.** adhere to FSSAI's Maximum Permitted Limit (MPL) for food additives and oil reuse
- PC29.** follow FSSAI limits for salt, sugar, and fat in recipes

### *Benchmark products*

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

- PC30.** select new and existing products for benchmarking
- PC31.** identify key performance metrics for product analysis
- PC32.** analyze benchmarking data to identify opportunities for product development
- PC33.** document and maintain records of the product development process

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the standards, policies, and procedures relevant to food safety, quality control, and organizational practices (e.g., HACCP, ISO)
- KU2.** the occupational health and safety requirements in food processing environments
- KU3.** the food safety regulations, including FSSAI standards, halal certification, and permitted ingredients
- KU4.** allergen management and labeling requirements for new products
- KU5.** the market trends, consumer preferences, and customer profiles, including cultural, regional, and religious influences on food choices
- KU6.** how to translate market research data into product development ideas
- KU7.** the principles of food science, nutrition, and ingredient functionality for recipe formulation
- KU8.** the food preservation methods (e.g., freezing, drying) and various food processing techniques (e.g., roasting, baking, cooking)
- KU9.** the sensory analysis and sensory scales, including taste, texture, appearance, and smell
- KU10.** the roles and interactions of ingredients (e.g., emulsifiers, preservatives) in food products

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- KU11.** the impact of different processing methods on ingredient behavior, shelf life, and nutritional value
- KU12.** the Maximum Permitted Limit (MPL) for food additives, Total Phenolic Content (TPC) for cooking oils, and guidelines for salt, sugar, and fat content
- KU13.** halal and haram ingredients, halal certification processes, and global compliance for export purposes the safe handling and use of halal and non-halal ingredients
- KU14.** the techniques for scaling up recipes from prototype to large-scale production
- KU15.** the methods for batch and continuous processing, including process standardization, efficiency, and optimization
- KU16.** the process of conducting sensory evaluations and focus group testing for product feedback
- KU17.** the importance of refining recipes based on consumer preferences and sensory data to align with product expectations
- KU18.** the techniques for calculating product costing, process loss, and process efficiency
- KU19.** resource and vendor management practices
- KU20.** writing and documenting Standard Operating Procedures (SOPs), work instructions, and technical specifications for production processes
- KU21.** the role of flowcharts in ensuring consistency in raw material specifications, packaging standards, product quality and batches
- KU22.** how to set parameters for quality testing, such as colour, texture, taste, odour, contaminants, and nutritional value
- KU23.** the process of performing nutritional analysis, risk assessment, and documentation of the testing process during product trials
- KU24.** the FSSAI guidelines on permitted ingredients, food additives, and food labelling
- KU25.** contamination risks, food adulteration, and allergen management for product safety
- KU26.** the application of key quality management tools such as process flowcharts, check sheets, histograms, fishbone diagrams, scatter diagrams, Pareto analysis, and control charts
- KU27.** the five views of quality, i.e. transcendental, product-based, user-based, manufacturing-based, and value-based
- KU28.** the benchmarking processes for product analysis and comparison of new and existing products
- KU29.** the key performance metrics and techniques for evaluating product performance against market standards
- KU30.** the use of appropriate software tools for data management and presentation
- KU31.** the methods for planning production schedules, resource allocation, and vendor management
- KU32.** the project management principles to ensure timely product development and launch

## Generic Skills (GS)

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

- GS1.** evaluate complex information, identify issues in product development processes, and make decisions that improve product quality and efficiency



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- GS2.** communication clearly with cross-functional teams (e.g., marketing, R&D, production), providing feedback, and documenting processes
- GS3.** work collaboratively with diverse teams, including marketing, sensory evaluation, and production teams, ensuring successful product development
- GS4.** adapt to changing market trends, consumer preferences, and regulatory requirements in the food industry
- GS5.** document recipes, conduct sensory evaluations, and follow regulatory requirements for food safety and quality assurance
- GS6.** plan and prioritize tasks to meet deadlines, including product development timelines, market launch dates, and scale-up processes
- GS7.** organize, plan, and oversee product development projects, ensuring proper resource allocation and adherence to project goals
- GS8.** gather, interpret, and apply market research data, consumer feedback, and sensory test results to refine product development strategies
- GS9.** use appropriate software tools for data analysis, documentation, and presentations related to recipe formulation and product-costing
- GS10.** adhere to regulatory requirements, food safety standards, and quality management systems to ensure legal compliance and product safety



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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Formulate recipes</i>	<b>10</b>	<b>22</b>	-	<b>7</b>
<b>PC1.</b> obtain consumer and market data on trends, preferences, and demographics from the marketing team	1	-	-	0.5
<b>PC2.</b> experiment with ingredient combinations and recipes, applying different food processing methods	1	2	-	0.5
<b>PC3.</b> develop prototypes of desired products using new or existing ingredients and processes	1	2	-	0.5
<b>PC4.</b> test prototypes for sensory parameters such as taste, texture, smell, and appearance	1	2	-	0.5
<b>PC5.</b> incorporate feedback from sensory evaluations into ingredient and process adjustments	1	2	-	0.5
<b>PC6.</b> refine recipes and methods iteratively until the desired product quality is achieved	1	2	-	0.5
<b>PC7.</b> ensure new recipes comply with FSSAI regulations	1	2	-	0.5
<b>PC8.</b> develop recipe costing and portion sizing	1	2	-	0.5
<b>PC9.</b> follow standardized measurements for recipe formulation and packaging guidelines	0.5	2	-	0.5
<b>PC10.</b> identify and select raw material vendors following organizational procedures	0.5	2	-	0.5
<b>PC11.</b> prepare a Bill of Materials (BOM) and estimate product costs	0.5	2	-	1
<b>PC12.</b> calculate process efficiency and process loss to determine product gross margin	0.5	2	-	1
<i>Scale up production</i>	<b>9</b>	<b>17</b>	-	<b>6</b>
<b>PC13.</b> scale up the product after prototype finalization	1	3	-	0.5

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> test the scaled-up product for sensory parameters and standardize the recipe and process	1	2	-	0.5
<b>PC15.</b> conduct focus group testing with target consumers and gather feedback	1	2	-	0.5
<b>PC16.</b> refine the recipe based on consumer feedback and preferences	1	3	-	0.5
<b>PC17.</b> define acceptable ingredient and product specifications for scale-up comparison	1	2	-	1
<b>PC18.</b> review and adjust recipes following Standard Operating Procedures (SOPs)	1	1	-	0.5
<b>PC19.</b> determine whether the process is batch or continuous	1	1	-	0.5
<b>PC20.</b> collect nutritional analysis data in line with organizational procedures	0.5	1	-	0.5
<b>PC21.</b> verify product Halal certification for export if required	0.5	1	-	0.5
<b>PC22.</b> declare allergens as per FSSAI guidelines	1	1	-	1
<i>Develop product SOPs</i>	<b>4</b>	<b>4</b>	-	<b>3</b>
<b>PC23.</b> set quality testing parameters for new products, including appearance, taste, contaminants, and nutritional value	1	1	-	0.5
<b>PC24.</b> document SOPs for maintaining product consistency across the organization, including process flow, raw material specifications, and packaging requirements	1	1	-	0.5
<b>PC25.</b> ensure guidelines comply with FSSAI regulations	1	1	-	1
<b>PC26.</b> develop technical and in-process specifications for testing during product trials	1	1	-	1
<i>Follow FSSAI regulations</i>	<b>3</b>	<b>3</b>	-	<b>2</b>
<b>PC27.</b> ensure no mixing of non-permitted ingredients as per FSSAI guidelines	1	1	-	0.5

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC28.</b> adhere to FSSAI's Maximum Permitted Limit (MPL) for food additives and oil reuse	1	1	-	0.5
<b>PC29.</b> follow FSSAI limits for salt, sugar, and fat in recipes	1	1	-	1
<i>Benchmark products</i>	<b>4</b>	<b>4</b>	-	<b>2</b>
<b>PC30.</b> select new and existing products for benchmarking	1	1	-	0.5
<b>PC31.</b> identify key performance metrics for product analysis	1	1	-	0.5
<b>PC32.</b> analyze benchmarking data to identify opportunities for product development	1	1	-	0.5
<b>PC33.</b> document and maintain records of the product development process	1	1	-	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/N9301
<b>NOS Name</b>	Develop recipe formulations and product development SOPs
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Research and Development
<b>NSQF Level</b>	5
<b>Credits</b>	8
<b>Version</b>	2.0
<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/N9302: Undertake food product development cycle

#### Description

This unit covers the end-to-end food product development cycle, including concept creation, recipe formulation, production scaling, and sensory evaluation, while ensuring market relevance, regulatory compliance, and quality assurance for innovative and viable products.

#### Scope

The scope covers the following :

- Perform analysis of food products
- Ensure material availability
- Comply with packaged food product regulations

#### Elements and Performance Criteria

##### *Perform analysis of food products*

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

- PC1.** create and maintain a comprehensive list of processes and tasks involved in product formulation, ensuring all steps are clear and manageable
- PC2.** prepare the work area for conducting shelf life studies of food products by following Standard Operating Procedures (SOP) Work Instructions (WI)
- PC3.** conduct shelf life studies for different samples of food products to evaluate how long the product maintains its intended quality
- PC4.** perform chemical and nutritional analysis tests on the products in accordance with SOP/WI to ensure compliance with quality and nutritional standards
- PC5.** perform all activities and processes in a sequential manner, adhering to SOPs for making specific products
- PC6.** create a team of trained sensory panelists to conduct sensory evaluations, interpreting findings to assess the product's taste, texture, and overall acceptability
- PC7.** supervise plant trials to ensure the product is free from abnormalities and ready for scale-up or industrial launch
- PC8.** arrange for third-party lab testing through a NABL-accredited lab before launching the product to ensure regulatory compliance

##### *Ensure material availability*

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

- PC9.** prepare a list of available materials required for current and future trials to ensure uninterrupted development processes
- PC10.** prepare and maintain documents related to the bill of materials, following organizational guidelines for transparency and cost-tracking
- PC11.** ensure the materials required for product development are available when needed, preventing any disruption in the production process

##### *Comply with packaged food product regulations*

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

- PC12.** ensure the calorific value of all food items is clearly mentioned on the packaging label, in accordance with FSSAI regulations
- PC13.** follow FSSAI guidelines regarding the use of colour-coded labels to indicate high fat, salt, and sugar content, to promote consumer awareness
- PC14.** label products with units from the metric system (kg, litre, meter, etc.) to meet legal requirements for packaging and product information
- PC15.** inspect packaging, ensuring that cans used for food are free from dents, rust, perforations, and seam distortions
- PC16.** dispose of expired materials according to FSSAI guidelines, ensuring proper management of food safety risks
- PC17.** maintain accurate and organized records of finished products, as per organizational guidelines, for traceability and quality assurance

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the standards, policies, and procedures relevant to food safety and quality
- KU2.** how to handle plant trials, including the processes involved, equipment used, and the monitoring of trial outcomes to identify any issues or abnormalities
- KU3.** different food-grade packaging materials suitable for the food product type, ensuring that the packaging protects the product and complies with regulatory standards
- KU4.** the temperature, relative humidity, and surrounding hygiene required to conduct a shelf life study
- KU5.** the types of tests conducted to check the shelf stability of products, including microbial, physical, and chemical assessments
- KU6.** the parameters to be maintained for sensory evaluation, such as lighting, temperature, and product presentation, to ensure reliable sensory test results
- KU7.** different sensory tests, such as difference testing, preference testing, and descriptive analysis, depending on the product type and evaluation needs
- KU8.** different tests performed for nutritional analysis, such as macro-nutrient composition (proteins, fats, carbohydrates) and micro-nutrient content (vitamins, minerals)
- KU9.** the process of proximate and ultimate analysis, including moisture content, ash content, fat, protein, and carbohydrate determination
- KU10.** inventory tracking, material handling and procurement protocols
- KU11.** appropriate food-grade packaging materials for different product types, to ensure compatibility with the product's characteristics and shelf-life requirements
- KU12.** the tests for nutritional analysis

## Generic Skills (GS)

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

- GS1.** follow SOPs precisely and ensure accuracy in product formulation, testing, and documentation

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- GS2.** interpret data from tests and make informed decisions to improve product quality
- GS3.** plan and manage tasks, materials, and documentation efficiently
- GS4.** identify and resolve issues during trials and production processes
- GS5.** collaborate effectively with teams and communicate findings clearly
- GS6.** lead and coordinate teams for sensory evaluation and plant trials
- GS7.** prioritize tasks to ensure timely completion of trials and production
- GS8.** maintain accurate records and analyze data for quality assurance
- GS9.** adapt to changes in project requirements or testing conditions



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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform analysis of food products</i>	<b>16</b>	<b>27</b>	-	<b>11</b>
<b>PC1.</b> create and maintain a comprehensive list of processes and tasks involved in product formulation, ensuring all steps are clear and manageable	2	4	-	2
<b>PC2.</b> prepare the work area for conducting shelf life studies of food products by following Standard Operating Procedures (SOP) Work Instructions (WI)	2	5	-	1
<b>PC3.</b> conduct shelf life studies for different samples of food products to evaluate how long the product maintains its intended quality	2	6	-	1
<b>PC4.</b> perform chemical and nutritional analysis tests on the products in accordance with SOP/WI to ensure compliance with quality and nutritional standards	2	4	-	1
<b>PC5.</b> perform all activities and processes in a sequential manner, adhering to SOPs for making specific products	2	1	-	1
<b>PC6.</b> create a team of trained sensory panelists to conduct sensory evaluations, interpreting findings to assess the product's taste, texture, and overall acceptability	2	1	-	2
<b>PC7.</b> supervise plant trials to ensure the product is free from abnormalities and ready for scale-up or industrial launch	2	3	-	1
<b>PC8.</b> arrange for third-party lab testing through a NABL-accredited lab before launching the product to ensure regulatory compliance	2	3	-	2
<i>Ensure material availability</i>	<b>5</b>	<b>9</b>	-	<b>3</b>
<b>PC9.</b> prepare a list of available materials required for current and future trials to ensure uninterrupted development processes	2	3	-	1

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> prepare and maintain documents related to the bill of materials, following organizational guidelines for transparency and cost-tracking	2	3	-	1
<b>PC11.</b> ensure the materials required for product development are available when needed, preventing any disruption in the production process	1	3	-	1
<i>Comply with packaged food product regulations</i>	<b>9</b>	<b>14</b>	-	<b>6</b>
<b>PC12.</b> ensure the calorific value of all food items is clearly mentioned on the packaging label, in accordance with FSSAI regulations	2	3	-	1
<b>PC13.</b> follow FSSAI guidelines regarding the use of colour-coded labels to indicate high fat, salt, and sugar content, to promote consumer awareness	1	3	-	1
<b>PC14.</b> label products with units from the metric system (kg, litre, meter, etc.) to meet legal requirements for packaging and product information	1	2	-	1
<b>PC15.</b> inspect packaging, ensuring that cans used for food are free from dents, rust, perforations, and seam distortions	2	2	-	1
<b>PC16.</b> dispose of expired materials according to FSSAI guidelines, ensuring proper management of food safety risks	1	2	-	1
<b>PC17.</b> maintain accurate and organized records of finished products, as per organizational guidelines, for traceability and quality assurance	2	2	-	1
<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/N9302
<b>NOS Name</b>	Undertake food product development cycle
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Research and Development
<b>NSQF Level</b>	5
<b>Credits</b>	6
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQF Clearance Date</b>	18/02/2025

## Qualification Pack

### FIC/N9906: Apply food safety guidelines in Food Processing

#### Description

This unit covers the essential components of food safety, Good Manufacturing Practices (GMP), and personal hygiene in the food industry. It emphasizes the importance of individuals working in the food industry in protecting the health and well-being of consumers by following food safety protocols and procedures and ensuring the production of safe and high-quality food products.

#### Scope

The scope covers the following :

- Apply personal hygiene and follow Good Manufacturing practices at the workplace.
- Implement Food Safety and pre-requisite programs (PRP) at the workplace.

#### Elements and Performance Criteria

##### *Apply personal hygiene and follow Good Manufacturing practices at workplace*

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

- PC1.** PC1. follow a site relevant documented procedure for Personal Hygiene and Visitor/ Contractor rules.
- PC2.** PC2. follow work instructions at levels of employees inside a food manufacturing site and ensure that the relevant instructions are well communicated and being followed at the fixed timelines.
- PC3.** PC3. ensure timely participate and carry out the relevant training and awareness sessions on personal hygiene, GMP, and related topics.
- PC4.** PC4. ensure timely medical examination from a prescribed and authorized doctor and comply with the guidelines of Schedule IV as described in Food Safety Standard Authority of India (FSSAI) guidelines.
- PC5.** PC5. fill in data in the daily monitoring checklist related to personal hygiene, food safety, and GMP.
- PC6.**
  - PC6. follow a site-relevant documented procedure and area-wise work instructions for Good Manufacturing Practices (GMP) to be followed on the site.
  - procedure: Hand washing requirements, Gowning & De gowning protocols, cleaning, and sanitation of employee lockers, follow the protocols as laid down in the different categories of processing areas like Low Risk, High Risk, High Care areas, etc.
- PC7.** PC7. follow all validated Do's & Don'ts inside a food manufacturing firm.
- PC8.** PC8. follow man and materials movement throughout the production facility, to restrict unwanted hazards to cross-contaminate the products which are being manufactured in the facility.
- PC9.** PC9. refer to the process flow charts, HACCP summary plan, and critical process parameters in each and respective areas of the production line.
- PC10.** PC10. identify the material requirements such as manufacturing equipments, Utensils, and other processing aids, cleaning chemicals, and cleaning work instructions in all the relevant areas of the manufacturing facility. Also, a special focus shall be given to Allergens and their risks. Wherever required, the allergen requirements shall be separately addressed.

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- PC11.** PC11. ensure to properly tag and number all the equipment, machinery, tools, and other processing aids to keep proper traceability of the product being manufactured and handled at the site.
- PC12.** PC12. follow and implement all training and awareness guidelines in the manufacturing area and regularly participate in training effectiveness for evaluation.
- PC13.** PC13. participate in audits and address the aspects of Good Manufacturing Procedures, personal hygiene, and food safety.
- PC14.** PC14. ensure the record keeping and documentation such as Daily Monitoring Sheets, Batch Traceability Records, machine records, product parameters, process control parameters, etc.

### *Implement food safety practices at the workplace*

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

- PC15.** PC15. maintain updated facilities, equipment, and tool and design requirements to minimize the risks associated with the products being handled at the site.
- PC16.** PC16. follow the instruction in the raw and packaging materials warehouse and ensure receiving material parameters match all the laid requirements. parameters: Incoming vehicles Visual report, storage, and handling requirements, hazardous and non-hazardous goods, allergens, cross-contamination risks, Quarantine, Accepted & rejected goods, monitoring temperature and humidity, etc.
- PC17.** PC17. follow FSSAI Schedule IV requirements related to Pest Control, Cleaning, and Sanitation, Utilities, Waste Disposal, Prevention of Cross-Contamination, allergen management, corrective action, preventive actions, food operation control etc.
- PC18.** PC18. ensure timely check of the critical control points and product parameters.
- PC19.** PC19. record keeping and documentation such as daily monitoring sheets, cleaning sheets, parameters, etc.
- PC20.** PC20. report any food safety and GMP issue to the supervisor, if any.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of personal hygiene, GMP, visitors & contractor's rules. Associated risk in case of deviation from the standard policies and how the requirement is linked with the site's FSSAI License.
- KU2.** KU2. importance of training and work instruction delivered by the supervisors.
- KU3.** KU3. importance of filling the records and checklists, formats and how to ensure that the timely and effective completion is achieved.
- KU4.** KU4. knowledge of trainings and skills required to perform in food processing premises.
- KU5.** KU5. understand FSSAI Schedule IV requirements of food handlers and PRPs within the processing area
- KU6.** KU6. importance of timely medical examinations and awareness of communicable diseases
- KU7.** Understanding of Do's & Don'ts, intellect mindset to understand the visual illustrations
- KU8.** KU8. understanding about Site Zoning plans.
- KU9.** KU9. awareness of layout which would help to demarcate the defined movements of RM, PM, FG, and wastes generated during the processing of goods. This one lays a framework to launch Good Manufacturing Practices (GMP) successfully and effectively on site.

## Qualification Pack

- KU10.** KU10. understand the manufacturing process, product parameters and process control parameters such as CCPs
- KU11.** KU11. understanding about Hazard Analysis and Critical Control Points (HACCP)
- KU12.** KU12. understanding about Allergens and their types and controls to monitor effective handling of allergen raw materials on site.
- KU13.** KU13. basic understanding of traceability and mock recall
- KU14.** KU14. awareness about Internal & external Audits
- KU15.** KU15. understanding for RCA CAPA, cleaning and sanitation
- KU16.** KU16. awareness about record keeping and data monitoring in various sheets as per organizational requirement

## Generic Skills (GS)

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

- GS1.** GS1. read and comprehend basic content to read labels, charts, signages, symbols and product manuals
- GS2.** GS2. communicate with coworkers appropriately to clarify instructions and other issues
- GS3.** GS3. plan and organize the work schedule, work area, tools, equipment, and materials for improved productivity
- GS4.** GS4. plan and prioritize tasks as per work requirements
- GS5.** GS5. always be punctual and courteous
- GS6.** GS6. good observations and intellect mindset

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Apply personal hygiene and follow Good Manufacturing practices at workplace</i>	<b>22</b>	<b>44</b>	-	<b>6</b>
<b>PC1.</b> PC1. follow a site relevant documented procedure for Personal Hygiene and Visitor/ Contractor rules.	2	4	-	-
<b>PC2.</b> PC2. follow work instructions at levels of employees inside a food manufacturing site and ensure that the relevant instructions are well communicated and being followed at the fixed timelines.	2	4	-	2
<b>PC3.</b> PC3. ensure timely participate and carry out the relevant training and awareness sessions on personal hygiene, GMP, and related topics.	2	4	-	-
<b>PC4.</b> PC4. ensure timely medical examination from a prescribed and authorized doctor and comply with the guidelines of Schedule IV as described in Food Safety Standard Authority of India (FSSAI) guidelines.	2	4	-	-
<b>PC5.</b> PC5. fill in data in the daily monitoring checklist related to personal hygiene, food safety, and GMP.	2	4	-	-
<b>PC6.</b> <ul style="list-style-type: none"> <li>PC6. follow a site-relevant documented procedure and area-wise work instructions for Good Manufacturing Practices (GMP) to be followed on the site.</li> <li>procedure: Hand washing requirements, Gowning &amp; De gowning protocols, cleaning, and sanitation of employee lockers, follow the protocols as laid down in the different categories of processing areas like Low Risk, High Risk, High Care areas, etc.</li> </ul>	2	4	-	2
<b>PC7.</b> PC7. follow all validated Do's & Don'ts inside a food manufacturing firm.	1	2	-	1
<b>PC8.</b> PC8. follow man and materials movement throughout the production facility, to restrict unwanted hazards to cross-contaminate the products which are being manufactured in the facility.	2	4	-	-
<b>PC9.</b> PC9. refer to the process flow charts, HACCP summary plan, and critical process parameters in each and respective areas of the production line.	1	2	-	1



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> PC10. identify the material requirements such as manufacturing equipments, Utensils, and other processing aids, cleaning chemicals, and cleaning work instructions in all the relevant areas of the manufacturing facility. Also, a special focus shall be given to Allergens and their risks. Wherever required, the allergen requirements shall be separately addressed.	2	4	-	-
<b>PC11.</b> PC11. ensure to properly tag and number all the equipment, machinery, tools, and other processing aids to keep proper traceability of the product being manufactured and handled at the site.	1	2	-	-
<b>PC12.</b> PC12. follow and implement all training and awareness guidelines in the manufacturing area and regularly participate in training effectiveness for evaluation.	1	2	-	-
<b>PC13.</b> PC13. participate in audits and address the aspects of Good Manufacturing Procedures, personal hygiene, and food safety.	1	2	-	-
<b>PC14.</b> PC14. ensure the record keeping and documentation such as Daily Monitoring Sheets, Batch Traceability Records, machine records, product parameters, process control parameters, etc.	1	2	-	-
<i>Implement food safety practices at the workplace</i>	<b>8</b>	<b>16</b>	-	<b>4</b>
<b>PC15.</b> PC15. maintain updated facilities, equipment, and tool and design requirements to minimize the risks associated with the products being handled at the site.	2	4	-	-
<b>PC16.</b> PC16. follow the instruction in the raw and packaging materials warehouse and ensure receiving material parameters match all the laid requirements. parameters: Incoming vehicles Visual report, storage, and handling requirements, hazardous and non-hazardous goods, allergens, cross-contamination risks, Quarantine, Accepted & rejected goods, monitoring temperature and humidity, etc.	1	2	-	1

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC17.</b> PC17. follow FSSAI Schedule IV requirements related to Pest Control, Cleaning, and Sanitation, Utilities, Waste Disposal, Prevention of Cross-Contamination, allergen management, corrective action, preventive actions, food operation control etc.	2	4	-	2
<b>PC18.</b> PC18. ensure timely check of the critical control points and product parameters.	1	2	-	-
<b>PC19.</b> PC19. record keeping and documentation such as daily monitoring sheets, cleaning sheets, parameters, etc.	1	2	-	1
<b>PC20.</b> PC20. report any food safety and GMP issue to the supervisor, if any.	1	2	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	<b>-</b>	<b>10</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N9906
<b>NOS Name</b>	Apply food safety guidelines in Food Processing
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<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:

## Qualification Pack

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

### *Communication Skills*

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

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

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

## Qualification Pack

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

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

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

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

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

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

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

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

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

**KU13.** different legal rights and laws

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

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

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

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

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

## Generic Skills (GS)

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

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

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

## Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection



## Qualification Pack

### Assessment Criteria

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

### Qualification Pack

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

### Qualification Pack

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

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	08/05/2025
<b>Next Review Date</b>	06/05/2028
<b>NSQC Clearance Date</b>	08/05/2025

## 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.

## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

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

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
FIC/N9301.Develop recipe formulations and product development SOPs	30	50	-	20	100	40
FIC/N9302.Undertake food product development cycle	30	50	-	20	100	40
FIC/N9906.Apply food safety guidelines in Food Processing	30	60	-	10	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>110</b>	<b>190</b>	<b>-</b>	<b>50</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>NCVET</b>	National Council for Vocational Education and Training
<b>FICSI</b>	Food Industry Capacity & Skill Initiative
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee
<b>NOS</b>	National Occupational Standards
<b>NCO</b>	National Classification of Occupations
<b>ES</b>	Employability Skills
<b>SOP</b>	Standard Operating Procedures
<b>FSSAI</b>	Food Safety and Standards Authority of India
<b>FSMS</b>	Food Safety Management System
<b>KRAs</b>	Key Result Areas
<b>GMP</b>	Good Manufacturing Practices
<b>ERP</b>	Enterprise Resource Planning
<b>PLCs</b>	Programmable Logic Controllers
<b>HMIs</b>	Human-Machine Interfaces
<b>SCADA</b>	Supervisory Control and Data Acquisition
<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

## Qualification Pack

<b>CAPA</b>	Corrective and Preventive Actions
<b>PPE</b>	Personal Protective Equipment
<b>GHP</b>	Good Hygiene Practices
<b>CPR</b>	Cardiopulmonary 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.
<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.

## Qualification Pack

<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.
<b>Sector</b>	Sector is a conglomeration of different business operations having similar businesses 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 organization
<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</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standard</b>	NOS are occupational standards which apply uniquely in the Indian context.

## Qualification Pack

<b>Qualification Pack</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 &amp; Understanding (KU)</b>	Knowledge and Understanding (KU) are statements that together specify, the technical, generic, professional, and organizational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organizational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers has 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</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 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.