

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

**NSDA Reference**

*To be added by NSDA*

## NOTES:

- i. *The File is intended to apply to all kinds of qualification in the NSQF, general, vocational, technical, etc.*
- ii. *Text in Green and Black is part of the Qualification File Template*
- iii. *Text in blue is Guidance on completing the File*
- iv. *If you are using in the Guidance document in place of the Template, please delete these notes and all text in blue.*
- v. *Further information on the concept Qualification File will be found in the NQAF Manual “Registration of NSQF Qualifications”.*

## KEY TERMS IN THE QUALIFICATION FILE

### Assessment strategy

An assessment strategy sets out the way in which an awarding body will ensure that the assessments used for a qualification are appropriate for the aims and outcomes of the qualification and ensure that assessment is valid, reliable and fair. It ensures that the assessment tools which are used generate sufficient evidence for all the assessable learning outcomes of the qualification. The strategy should include assessments which integrate different outcomes and ensure that that the amount of assessment to be undertaken is manageable.

### Awarding body

An awarding body is the body which creates a qualification, sets the assessment norms for the qualification, and makes the final decision to award the qualification and issue certificates to successful learners. Awarding bodies are ultimately responsible for ensuring that the qualification is offered by suitable institutions or organisations and that no unjustified or fraudulent certificates are issued. They may also be called certifying bodies or certifying institutions.

### Component of a qualification

A component of a qualification is a block of learning and teaching which leads to the assessment of a coherent group of related learning outcomes. Typical components are: NOS/units (ie NOS + assessment); assessed units or modules; blocks of learning and assessment, such as academic subjects, theory classes, projects or internships.

### Assessable Outcomes

The knowledge, skills and/or aptitudes an individual has acquired as a result of formal, non-formal or informal learning are known as learning outcomes. In the NSQF, qualifications are based on specific outcomes, accompanied by assessment criteria, which learners will have to demonstrate through a formal assessment. These are called “assessable outcomes”.

### Level Descriptors

The levels of the NSQF are defined by statements of typical learning outcomes known as level descriptors. These are organised in X domains which represent different kinds of learning outcome. These are: process, professional knowledge, professional skill, core skill, and responsibility. Each level requires more complex knowledge, skills and aptitudes. In the NSQF qualifications must be given a level by matching the assessable outcomes with the level descriptors.

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## **Progression**

In the NSQF, progression means going on from a qualification to work or further study. Progression pathways may lead from one qualification to other qualifications at the same NSQF level or at a higher level. Sets of qualifications can be designed to ensure that individuals can easily move from qualification to qualification in the Framework.

## **Qualification**

In the NSQF, a qualification is the formal outcome of an assessment and validation process. A qualification is awarded when an awarding body determines that an individual has achieved the assessable outcomes to the standards set in assessment criteria. Qualifications which meet the requirements of the NSQF are entered in the National Qualifications Register. Evidence that qualifications meet these requirements is gathered in a Qualification File. Qualifications in the NSQF will include: modular employable skills certificates; Qualification Packs (QPs); Trade Certificates; apprenticeship qualifications; Technical Certificates and Diplomas; general qualifications offered in a formal educational context; and degrees.

## **Recognition of Prior Learning (RPL)**

RPL is the process of identifying and validating evidence that an individual can demonstrate the assessable outcomes of a qualification on the basis of previous (often experiential) learning.

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### CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Qualification Files must be completed for all qualifications which are being submitted to the National Skills Qualifications Committee for approval and inclusion in the National Qualifications Register (NQR). The Qualification File will normally be submitted by the awarding body for the qualification.

The concept of an awarding body, as it relates to the NSQF, is defined in the NQAF Manual “Registration of NSQF Qualifications”. It is the body which creates a qualification, sets the assessment norms for the qualification, and makes the final decision, on the basis of a formal assessment process, to award the qualification and issue certificates to individual learners. Awarding bodies are ultimately responsible for ensuring that the qualification is offered by suitable institutions or organisations and that no unjustified or fraudulent certificates are issued.

Awarding bodies may take direct responsibility for the assessment of candidates or may delegate this to assessment bodies which follow the assessment norms set by the awarding body and are subject to monitoring and review by the awarding body. This also applies to the issuing of certificates, which may be carried out by the awarding body or delegated according to relevant norms.

It is possible to establish awarding by more than one body: in this case the specific responsibilities of the different bodies, including the responsibility for [preparing and submitting the Qualification File, must be clear.

Organisations and institutions wishing to offer courses leading to qualifications which are already in the NQR do not need to complete Qualification Files. They should apply to the awarding body for accreditation to offer the qualification. (This approval may be called by another name, such as *approval* or *affiliation*.) In order to gain this approval these organisations/institutions will have to meet the norms established by the awarding body or the regulatory body for the sector. Further general information on this process is published in the NQAF Manual “Accreditation of Training and Education Institutions”.

Information and advice on revising qualifications in the NQR and adapting them to create new qualifications are published in the NQAF Manual “Registration of NSQF Qualifications”.

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### Name and address of submitting body:

#### Food Industry Capacity & Skill Initiative (FICSI)

**Address:** 801, 8<sup>th</sup> Floor, Tower 'A',

Food Industry Capacity & Skill Initiative

L-29, 1st Floor, C/o AWFIS, Outer Circle, Connaught Place

New Delhi- 110001

### Name and contact details of individual dealing with the submission

**Name:** Mallika Verma

**Position in the organisation:** Chief Executive Officer

**Address if different from above:** same as above

**Tel number(s):** 011-65001293

**E-mail address:** [ceo@ficsi.in](mailto:ceo@ficsi.in)

### List of documents submitted in support of the Qualifications File

1. Qualification Pack
2. RFP for development of Occupational Standards
3. Selection process of the Consultants to develop Occupational Standards
4. Minutes of the meeting of GC meetings
  - i. Composition of the Technical Committee
  - ii. Approval of Occupational Standards by Technical Committee and Governing Council
5. NSDC Human Resource & Skills Requirement in Food Processing Sector
6. Occupational Map & Progression matrix
7. List of QP/NOS validating companies

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## SUMMARY

<b>Qualification Title</b>	Packing Machine Worker – Food Processing
<b>Qualification Code</b>	FIC/Q7002
<b>Nature and purpose of the qualification</b>	<p>This is a Qualification Pack (QP) containing National Occupational Standards for the job role - Packing Machine Worker – Food Processing</p> <p>The main purpose of the qualification and the target learners is to get unemployed people into work and to upgrade the skills of people already in work.</p>
<b>Body/bodies which will award the qualification</b>	Food Industry Capacity & Skill Initiative
<b>Body which will accredit providers to offer courses leading to the qualification</b>	Food Industry Capacity & Skill Initiative
<b>Body/bodies which will carry out assessment of learners</b>	Assessment bodies are in the process of affiliation.
<b>Occupation(s) to which the qualification gives access</b>	Packaging
<b>Licensing requirements</b>	N/A
<b>Level of the qualification in the NSQF</b>	2
<b>Anticipated volume of training/learning required to complete the qualification</b>	250 hours
<b>Entry requirements and/or recommendations</b>	<p>Minimum Educational Qualifications - Preferably 5<sup>th</sup> Standard pass</p> <p>Experience - Not applicable</p> <p>Minimum Job Entry Age - 18 years</p>
<b>Progression from the qualification</b>	<p>This entry should refer to one or more of the following:</p> <ul style="list-style-type: none"> <li>- access to other qualifications at the same NSQF level – Industrial Production Worker – Food Processing</li> <li>- access to related qualification(s) at the next NSQF level – Packing Machine Technician, Assistant Operator</li> </ul>
<b>Planned arrangements for the Recognition of Prior learning (RPL)</b>	RPL arrangements and policies are under development. The guidelines should be ready in 2-3 months.
<b>International comparability where known</b>	UK: IMPCB308Kv1
<b>Date of planned review of the qualification.</b>	15/01/18
<b>Formal structure of the qualification</b>	

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<b>Title of component and identification code.</b>	<b>Mandatory/ Optional</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
FIC/N7024 Monitor packing machines for various processed food products	M	100	2
FIC/N9002 Use basic health and safety practices at a food processing workplace	M	80	Common Across all Levels
CSC/N1336 Work effectively with others	M	70	Common Across all Levels

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum Document or a Qualification Pack.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

**1) Qualification pack is attached as Annexure 1**

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## SECTION 1

### ASSESSMENT

**Name of assessment body:**

If there will be more than one assessment body for this qualification, give details.

Assessment bodies are in the process of affiliation.

**Will the assessment body be responsible for RPL assessment?**

Yes

**Give details of how RPL assessment for the qualification will be carried out and quality assured.**

**RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack.**

The process of RPL assessment is under development.

**Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, consistent and fair and show that these are in line with the requirements of the NSQF:**

The assessment strategy is under development.

Please attach any documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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### ASSESSMENT EVIDENCE

**Job Role: Packing Machine Worker - Food Processing**  
**Qualification Pack: FIC/Q7002**  
**Sector Skill Council: Food Industry Capacity & Skill Initiative**

#### 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. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on these criteria.
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

#### Title of Component:

Assessable Outcomes	Assessment Criteria	Total Marks	Out of	Theory	Practical Skills
FIC/N7024 Monitor packing machines for various processed food products	PC1. obtain packing specifications from authorized source eg. supervisor, team lead, ERP system, etc.	100	2	0	2
	PC2. identify food product to be packed and its specification in terms of quantity and quality		3	1	2
	PC3. ensure inflow of food product to be packed is suitable as per specifications		3	1	2
	PC4. identify packing material to be obtained, their quantities and any quality criteria that is to be adhered to before packing		3	1	2
	PC5. obtain packing material as per the job specification received		2	0	2
	PC6. check if the packing material is as per required quantity and quality standard		3	1	2
	PC7. ensure the packing machine is in operating condition		2	0	2
	PC8. use the appropriate personal protective equipment (PPE)		4	1	3
	PC9. ensure environmental requirements for packing of the particular food item are in place as per operational guidelines		3	1	2
	PC10. load, position, or feed the food product in the packing machine as per manufactures guidelines and packing specifications		4	1	3



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PC11. load, position or feed the packing materials in the packing machine as per manufactures guidelines and packing specifications	4	1	3
PC12. enter the operating parameters as per the production requirements given in the packing specification	3	1	2
PC13. produce sample packing and check if the packing is as per specifications	4	1	3
PC14. adjust operating parameters to correct the faults identified in the samples till the packing is as per acceptable standards	4	1	3
PC15. monitor equipment to identify any discrepancy in operating conditions	3	1	2
PC16. report the discrepancies identified to the supervisor or maintenance staff as per operational guidelines	2	0	2
PC17. start production as per workplace procedures, taking all safety and hygiene related precautions	4	1	3
PC18. monitor the packing production line to ensure that there are no discrepancies as per standard	4	2	2
PC19. identify non-standard output product by visual inspection	3	1	2
PC20. perform integrity testing on the packed items as per operational guidelines	4	1	3
PC21. segregate and label the non-standard materials and packages which do not meet the specification	4	2	2
PC22. hand over standard and non-standard packed products as per operational guidelines, with minimum damage	3	1	2
PC23. maintain the supply of packing materials throughout the run	2	0	2
PC24. ensure that the required output rates are maintained	2	0	2
PC25. identify discrepancies, non-standard out-put, problems and immediately report to the supervisor to ensure immediate resolution of the problem	4	1	3
PC26. shut down the packing production line in case of emergencies	2	0	2

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	PC27. follow the correct procedures for the removal of waste		3	1	2
	PC28. clean the machine after use as per operational guidelines and manufacture's guidelines		3	1	2
	PC29. identify and report equipment faults as per operational guidelines		2	0	2
	PC30. store re-usable materials and equipment in designated area in a condition ready for re use		2	0	2
	PC31. perform relevant documentation like production details, quality details, maintenance details, etc.		2	0	2
	PC32. comply with relevant legislation for food processing and packaging norms		3	0	3
	PC33. adhere to organizational standards, policies and procedures with respect to operation of the food item packing machine		4	2	2
		<b>Total</b>	<b>100</b>	<b>25</b>	<b>75</b>
FIC/N9002 Use basic health and safety practices at a food processing workplace	PC1.use protective clothing/equipment for specific tasks and work conditions	<b>100</b>	5	2	3
	PC2.state the name and location of people responsible for health and safety in the workplace		3	1	2
	PC3.identify job-site hazardous work and state possible causes of risk or accident in the workplace		3	1	2
	PC4.carry out safe working practices while dealing with hazards to ensure the safety of self and others		5	2	3
	PC5.state methods of accident prevention in the work environment of the job role		3	0	3
	PC6.state location of general health and safety equipment in the workplace		3	0	3
	PC7.work safely in and around trenches, elevated places and confined areas		5	2	3
	PC8.handle carcass safely using correct procedures		5	2	3
	PC9.apply good housekeeping practices at all times		5	2	3
	PC10.identify common hazard signs displayed in various areas		5	2	3
	PC11.adhere to relevant food safety policies such as propriety product policy, gloves policy, pest control policy, restrictions on harmful chemicals inside work area during production		5	2	3
	PC12.use the various appropriate fire extinguishers on different types of fires correctly		4	1	3
	PC13.demonstrate rescue techniques applied during fire hazard		4	1	3

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	PC14.demonstrate good housekeeping in order to prevent fire hazards		4	1	3
	PC15.demonstrate the correct use of a fire extinguisher		3	1	2
	PC16.demonstrate how to free a person from electrocution		4	1	3
	PC17.administer appropriate first aid to victims where required e.g. in case of bleeding, burns, choking, electric shock, poisoning, etc.		4	1	3
	PC18.demonstrate basic techniques of bandaging		4	1	3
	PC19.respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments		4	1	3
	PC20.perform and organize loss minimization or rescue activity during an accident in real or simulated environments		4	1	3
	PC21.administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases		3	1	2
	PC22.demonstrate the artificial respiration and the CPR Process		3	1	2
	PC23.participate in emergency procedures		4	1	3
	PC24.complete a written accident/incident report or dictate a report to another person, and send report to person responsible		4	2	2
	PC25.demonstrate correct method to move injured people and others during an emergency		4	2	2
		<b>Total</b>	<b>100</b>	<b>32</b>	<b>68</b>
CSC/N1336 Work effectively with others	PC1. accurately receive information and instructions from the supervisor and fellow workers, getting clarification where required	<b>100</b>	10	3	7
	PC2. accurately pass on information to authorized persons who require it and within agreed timescale and confirm its receipt		10	3	7
	PC3. give information to others clearly, at a pace and in a manner that helps them to understand		10	3	7
	PC4. display helpful behavior by assisting others in performing tasks in a positive manner, where required and possible		10	3	7
	PC5. consult with and assist others to maximize effectiveness and efficiency in carrying out tasks		10	3	7
	PC6. display appropriate communication etiquette while working		10	3	7
	PC7. display active listening skills while interacting with others at work		10	3	7
	PC8. use appropriate tone, pitch and language to convey politeness, assertiveness, care and		10	3	7

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	professionalism				
	PC9. demonstrate responsible and disciplined behaviors at the workplace		10	3	7
	PC10. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict		10	3	7
		<b>Total</b>	<b>100</b>	<b>30</b>	<b>70</b>

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## SECTION 2

### EVIDENCE OF LEVEL

**Awarding bodies will enter a proposed NSQF level for the qualification in the Qualification File Summary. This section asks for the evidence on which that proposal is based. The evidence must refer to the level descriptors of the NSQF.**

NSDA recommends an approach to working out the level of qualifications which starts with the level descriptor domains (Process, Professional knowledge, Professional skill, Core skill and Responsibility: see annex A). Two variants for providing the evidence of level are offered here: Option A and Option B in the following pages. Awarding bodies should choose the option which best suits the qualification.

All qualifications in the National Qualifications Register must be given a level based on the NSQF level descriptors. This is a crucial aspect of the NSQF because the level descriptors should be a trusted set of references between education, training, and employment, so there must be credible evidence of a match. There is no fixed method for making a match, but there are some principles that must be followed to ensure that all qualifications in the National Qualifications Register are given a level using comparable and equally demanding approaches.

- The level of the qualification relates to the outcomes which the learners must achieve and be assessed for. These achievements must be proved by quality-assured assessment, using the assessment criteria (sometimes called “performance criteria”) of the qualification.
- The main evidence (usually the only evidence) for allocating a qualification to a level of the NSQF will be direct evidence of a match between the outcomes of the qualification and the characteristics of knowledge, skills and aptitudes contained in the descriptor for one NSQF level.
- Since the level of the qualification is based on the outcomes, the size of the qualification does not affect the level. (It is possible, for example, to have a small qualification in a specific area of specialised skills, or new skills which is at the same level as a large qualification which is a requirement for employment – think of qualified tradesmen or IT specialists or surgeons adding on new and specialist techniques).
- Some qualifications may not provide a match for every domain because the purpose of the qualification is limited (eg with an emphasis on knowledge or skills, or core skills).
- The wording of the level descriptors and the wording of the assessable outcomes may be stated in different terms. Therefore, the evidence will have to contain comment in which the matching is explained.
- Each qualification can only be at one level of the Framework; however, the outcomes of the qualification may be at different levels. This principle also applies to components of qualifications.

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<p><b>Working out the level of a qualification: These two options use the same approach – ie starting with the domains of the NSQF level descriptors and making comparisons based on these.</b></p>	
<p><b>OPTION A:</b> In this option, the outcomes of the qualification/component are matched to the domains of the NSQF level descriptors. This option can be used with all kinds of qualification.</p>	<p><b>OPTION B:</b> In this option, the requirements of a job role, as described in National Occupational Standards are matched to the domains of the NSQF level descriptors. Option for qualifications based on National Occupational Standards and directly linked to a specific job role.</p>
<p>Start by estimating the level of the qualification based on factors such as comparisons with other qualifications in the National Qualifications Register or features of the qualification (for example, the level of autonomy/responsibility) which seem to give a clear match with of the level descriptors.<sup>1</sup></p> <p>If it seems likely that one or more components of the qualification will be at a different level, then carry out a separate matching procedure for the component(s) in question.</p>	
<p>For each domain briefly outline how the outcomes of the component match the ideas in the NSQF level descriptors. It is not necessary to use the full wording of the descriptor, but it is important that some of the phrases from the descriptors which are special to the level are referred to in the matching.</p>	<p>For each domain briefly outline how the pre-determined requirements of the job role match the wording of the NSQF level descriptors. It is not necessary to use the full wording of the descriptor, but it is important that some of the phrases from the descriptors which are special to the level are referred to in the matching.</p>
<p>The domains need not all be at the same level. In carrying out these comparisons, start with the estimated level, but also check for matches with the levels above and below.</p>	
<p>Decide the level at which each performance in each domain is required by the outcomes of the qualification component.</p>	<p>Decide the level at which each performance in each domain is required to meet the requirements of the job role.</p>
<p>If the outcomes match all five domains at the same level, then that is the level of the qualification and normally that will also be the level of the components.</p>	<p>If the job role’s requirements match all five domains at the same level, then that is the level of the job role and the level of the qualification which matches the job role.</p>
<p>If the outcomes don’t match with the same level in each domain, calculate the rounded average of the levels allocated in each domain to decide the level of the qualification.</p>	<p>If the job role requirements don’t match with the same level in each domain, calculate the rounded average of the levels allocated in each domain to decide the level of the qualification.</p>
<p>If the differences in level are found in particular components of the qualification, then carry out a fresh matching exercise of that component to find the true level of these components.</p>	
<p>If there is evidence that this result is too high or too low, enter the level that seems appropriate together with the evidence which leads to this conclusion.</p>	<p>If there is evidence that this result is too high or too low, enter the level that seems appropriate together with the evidence which leads to this conclusion.</p>
<p>Record findings in the Summary under “Level of the qualification” and “Structure of the qualification”.</p>	

<sup>1</sup> Awarding bodies using Option B may find the narrative outlines in Annex B, which match the NSQF levels to the labour market, useful in carrying out this step.

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### OPTION A

Title/Name of qualification/component: <b>Packing Machine Worker – Food Processing</b>		Level: 2	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process			2
Professional knowledge			2
Professional skill			2
Core skill			2
Responsibility			2

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### OPTION B

Title/Name of qualification/component: <b>Packing Machine Worker – Food Processing</b>		Level: 2	
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<p>A packing machine Worker works on the packing machine section of a food processing production line. The tasks involve:</p> <ul style="list-style-type: none"> <li>•Ensure packing machine is ready for production</li> <li>•Conduct pre-checks to ensure the packing is as per required standards</li> <li>•Ensure conformance to standards by visual inspection of packaged items</li> <li>•Keep the machine clean and in good working condition</li> <li>•Perform relevant documentation.</li> </ul> <p>It is an entry level position and the candidate is expected to perform as per instructions given and under supervision, taking responsibility of own actions and for quality, accuracy and required rate of productivity.</p> <p>The work processes are repetitive on regular basis with little application of understanding, more of practice</p>	<p>The packing machine worker monitors the packing machine, loads the packing material, removes the packed food items checks the quality of the packing visually and segregates the pieces that are not properly packed.</p> <p>The packing machine worker carries out process that is repetitive on regular basis with little application of understanding, and more of practice.</p> <p>Although the job is repetitive in nature, different packing machines are used for various products. The job is not predictable and hence may not be considered under level 3.</p>	2
Professional knowledge	<p>Knowledge required is of basic facts, process and principle applied for packing machine operation for food processing industry specifically. Apart from this knowledge of tools, equipment, material and how to perform the tasks is also</p>	<p>The production worker should be in a position to identify materials, tools and equipment and basic application. He should also understand context of work and quality.</p>	2



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Title/Name of qualification/component: <b>Packing Machine Worker – Food Processing</b>			Level: 2
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	required along with safety and hygiene related knowledge.	The packing machine worker may not be required to know basic facts; process and principle applied in trade of employment and hence does not fall under level 3.	
Professional skill	The candidate is a worker who performs set tasks, uses set tools as per instructions and has no variables to work with. Any problem has to be just reported.	<p>The packing machine worker operates the machine with set parameters. He identifies right kind of packing machine required as per the need and performs limited activities.</p> <p>The packing machine worker may not be required to demonstrate high practical skills as he works under close supervision. Hence this job role may not be considered under level 3.</p>	2
Core skill	The candidate is required to only be able to fill forms, take notes and document measurement reading in any local language or Hindi or English. Should also be able to understand pictorial representations and written signs or instructions on ingredients; read and interpret numbers written in local language or Hindi or English; understand safety symbols on equipment, measurement units used and job specification provided in local language or Hindi or English.	<p>The packing machine worker receives oral / written instruction from the supervisor. He is responsible for maintaining cleanliness at his work place and follows hygiene requirements as mentioned in the organization policy.</p> <p>This job role may not be considered under level 3, as the production worker may not be required to show skills of basic arithmetic and algebraic principles. He will only fill simple prescribed formats.</p>	2
Responsibility	The candidate work completely under supervision.	The packing machine worker works under close supervision and is responsible for his own work within defined limit.	3

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## SECTION 3

### EVIDENCE OF NEED

**What evidence is there that the qualification is needed?**

While collecting data from the companies for the occupational map, we also took feedback from industry, which was collected with respect to roles for which qualification packs development, was to be prioritized. This was largely based on volume of people required, quantitative and qualitative shortfall which the Industry feels they face. Governing council of FICSI gave final approval and endorsement for the same.

**What is the estimated uptake of this qualification and what is the basis of this estimate?**

**What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**

NSDC list of Approved and Under-Development QPs was checked prior to commissioning the work

**What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?**

The next review date is mentioned in the QP and the review will take place as per the NSDC process laid out.

Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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## SECTION 4

### EVIDENCE OF RECOGNITION OR PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

- Horizontal and vertical mobility options have been articulated in occupational map
- Vertical: Packing Machine Technician, Assistant Operator; Horizontal: Industrial Production Worker - Food Processing;

Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

- Occupational Map and progression matrix

### List of companies validated the QP

Sl. No.	Name of the Company	Size of the Company
1	ITC Limited	Large
2	National Institute of Food Technology Entrepreneurship and Management	Large
3	Cargil India Pvt Ltd	Large
4	Savour India Pvt Ltd	Large
5	Britania	Large
6	Paras (VRS Foods)	Large
7	Pravin Masalawale	Large
8	New Poona Bakery	Large
9	Ganga Roller Flour Mills Pvt Ltd	Large
10	Lotus Chocoltaes Co Ltd	Large
11	Bunge India	Large
12	Continental Milkose India Ltd	Large
13	Bonn Nutients Pvt Ltd	Medium
14	Ken Agritech Pvt Ltd	Medium
15	Sourcewell Flours Pvt Ltd	Medium
16	Monginis Foods Pvt Ltd	Medium
17	Avent Agro Pvt Ltd	Medium
18	Shri Balaji Foods	Medium
19	Sheetal Enterprises	Medium
20	Vasaya Food Pvt Ltd	Medium
21	Food Vista Pvt Ltd	Medium

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22	Sphere International	Medium
23	Roop Sagar Bakers	Small
24	Synergy Systems	Small
25	Mahedev Enterprises	Small
26	Excel Foods Pvt Ltd	Small
27	Vishwas Foods Pvt Ltd	Small
28	Crushers Fruit Juice Company	Small
29	Anmol Bakers	Small
30	Kraks N Bruns Bakery Products	Small
31	Parvati Corporation	Small
32	Kingdom Food Products	Small
33	Nichi Manufacturing	Small
34	Spectrum Enterprises	Small

Further contact details and a copy of the validation are submitted both with NSDC and NSDA

*This publication has been produced with the assistance of the European Union. The contents are the sole responsibility of the EU Skills Development Project and can in no way be taken to reflect the views of the European Union.*

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## ANNEX A

### NSQF LEVEL DESCRIPTORS

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
1	Prepares person to/carry out process that are repetitive on regular basis require no previous practice,	Familiar with common trade terminology, instructional words, meanings and understanding.	Routine and repetitive, takes safety and security measures.	Reading and writing; addition, subtraction; personal financing; familiarity with social and religious diversity, hygiene and environment.	No responsibility; always works under continuous instruction and close supervision.
2	Prepares person to/carry out processes that are repetitive, on a regular basis, with little application of understanding, more of practice.	Material, tools and applications in a limited context, understands context of work and quality.	Limited service skills used in limited context; select and apply tools; assist in professional works with no variables; differentiate good and bad quality.	Receive and transmit written and oral messages, basic arithmetic, personal financing, understanding of social, political, and religious diversity, hygiene and environment.	No responsibility; works under instruction and close supervision.
3	Person may carry out a job which may require limited range of activities routine and predictable.	Basic facts, process and principle applied in trade of employment.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.	Under close supervision. Some responsibility for own work within defined limit.
4	Work in familiar, predictable, routine, situation of clear choice.	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment.	Responsibility for own work and learning.

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LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibility for others' works and learning.
6	Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Reasonable good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication.	Responsibility for own work and learning and full responsibility for other's works and learning.
7	Requires a command of wide-ranging specialised theoretical and practical skills, involving variable routine and non-routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
8	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	
9	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	
10	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

## NSQF LEVEL OUTLINES

### NSQF levels related to the labour market

**Level 1:** Work requiring knowledge, skills and aptitudes at level 1 will be routine, repetitive, and focused on limited tasks carried out under close supervision. In some sectors, people carrying out these job roles may be described as “helpers”.

Individuals in jobs which require level 1 qualifications **may** be expected to be able to read, write, add and subtract, but will not normally be required to have any previous knowledge or skills relating to the work<sup>2</sup>.

When employed, they will be instructed in their tasks and expected to learn and use the common terminology of the trade and acquire the basic skills necessary for the work.

Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers.

**Level 2:** Work requiring knowledge, skills and aptitudes at level 2 will also be routine and repetitive, and tasks will be carried out under close supervision. The individuals will not be expected to deal independently with variables which affect the carrying out of the work. People carrying out these work roles may be described as “assistants” and the range of tasks they carry out will be limited.

Individuals in jobs which require level 2 qualifications will normally be expected to be able to read and write, add and subtract. Their work may involve taking and passing on messages.

They may also be expected to have some previous experience, knowledge and skills in the occupation. When employed, they will be instructed in their tasks and expected to acquire the practical skills necessary to assist skilled workers and/or give a limited service to customers. They will learn about, and use, the materials, tools and applications required to carry out basic tasks in an occupation. They may have to select the appropriate materials, tools and/or applications to carry out tasks.

They will be expected to understand what constitutes quality in their job role and distinguish between good and bad quality in the context of the tasks they are given. Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers and, where appropriate, customers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers, but their contribution to team work may be limited.

**Level 3:** Work requiring knowledge, skills and aptitudes at level 3 will be routine and predictable. Job holders will be responsible for carrying out a limited range of jobs under close supervision. Their work may require the

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<sup>2</sup> In practice many workers at this level will have limited literacy and NOS and qualifications at this levels should reflect this – eg in relation to assessment.

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completion of a number of related tasks. People carrying out these job roles may be described as “partly-skilled workers”.

Individuals in jobs which require level 3 qualifications will normally be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation and should know the basic facts, processes and principles applied in the trade for which they are qualified and be able to apply the basic skills of the trade to a limited range of straightforward jobs in the occupation.

They will be expected to understand what constitutes quality in their job role and more widely in the sector or sub-sector and to distinguish between good and bad quality in the context of the jobs they are given. Job holders at this level will be expected to carry out the jobs they are given safely and securely. They will work hygienically and in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers and/or clients.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social environment. They should be able to make a good contribution to team work.

**Level 4:** Work requiring knowledge, skills and aptitudes at level 4 will be carried out in familiar, predictable and routine situations. Job holders will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. People carrying out these jobs may be described as “skilled workers”.

Individuals in jobs which require level 4 qualifications should be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation in which they are employed, to appreciate the nature of the occupation and to understand and apply the rules which govern good practice. They will be able to make choices about the best way to carry out routine jobs where the choices are clear.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their job roles. Job holders at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers. They will work hygienically and in ways which show an understanding of environmental issues.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment. They should be able to guide or lead teams on work within their capability.



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**Level 5:** Work requiring knowledge, skills and aptitudes at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear.

Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning. People carrying out these jobs may be described as "fully skilled workers" or "supervisors".

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have previous knowledge and skills in the occupation, and to know and apply facts, principles, processes and general concepts in the occupation.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

**Level 6:** Work requiring knowledge, skills and aptitudes at level 6 will require the use of both standard and non-standard practices. Job holders will carry out a broad range of work which will require a wide range of specialised technical skills backed by clear factual and theoretical knowledge.

Individuals in jobs which require level 6 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They are likely to have full responsibility for others' work and learning. People carrying out these jobs may be described as "master technicians" and "trainers".

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and may be required to carry out mathematical calculations. They should also be able to collect data, organise information, and communicate logically about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have broad factual and theoretical knowledge applying to practice within the occupation, and a range of practical and cognitive skills. They will be able to generate solutions to problems which arise in their practice.

They will be expected to understand what constitutes quality in the occupation and to distinguish between good and bad quality in the context of all aspects of their work. They will be expected to work in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or manage.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

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**Level 7:** Work requiring knowledge, skills and aptitudes at level 7 will take place in contexts which combine the routine and the non-routine and are subject to variations. Job holders will carry out a broad range of work which requires wide-ranging specialised theoretical and practical skills.

Individuals in jobs which require level 7 qualifications will normally be responsible for the output and development of a work group within an organisation. People carrying out these job roles are likely to be graduates. They may be described as “managers” or “senior technicians”.

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and are likely to be required to carry out mathematical calculations as part of their work. They should also be skilful in collecting and organising information to communicate logically about the work.

They will be expected to have wide-ranging factual and theoretical knowledge of practice within the occupation, and a wide range of specialised practical and cognitive skills. They will be able to generate solutions to problems which arise in their work.

They will be expected to understand what constitutes quality in the occupation and distinguish between good and bad quality in all aspects of their work. They will be expected to work in ways which show a good understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out and manage.

In working with others, they will be expected to conduct themselves in ways which show a good understanding of the social and political environment.

**Level 8:** Individuals in jobs which require level 8 qualifications will normally be responsible for managing the work of a team and developing the team. The work will involve dealing with unpredictable circumstances affecting the work.

Their work will require the use of comprehensive knowledge and understanding of the occupational field and a commitment to self-development.

They will normally need an ability to develop creative solutions to problems requiring abstract thought. They will be required to show intellectual independence and a rigorous analytical ability. They will need to be good communicators.

**Level 9:** Individuals in jobs which require level 9 qualifications will normally be responsible for complex decision-making in unpredictable contexts.

They will have to exercise senior responsibility in an organisation and show mastery of the issues in the occupation and the ability to innovate.

Their work will require the use of advanced knowledge and skill. They may make contributions to knowledge in their field through research.

**Level 10:** Job Individuals in jobs which require level 10 qualifications will normally be responsible for strategic decision-making. The context of their work will be complex and unpredictable.

They are likely to be responsible for an organisation or a significant division of an organisation. They will have to provide leadership.

Their work will require highly specialised knowledge and problem-solving skills. They may make original contributions to knowledge in their field through research, scholarship or innovative practice.