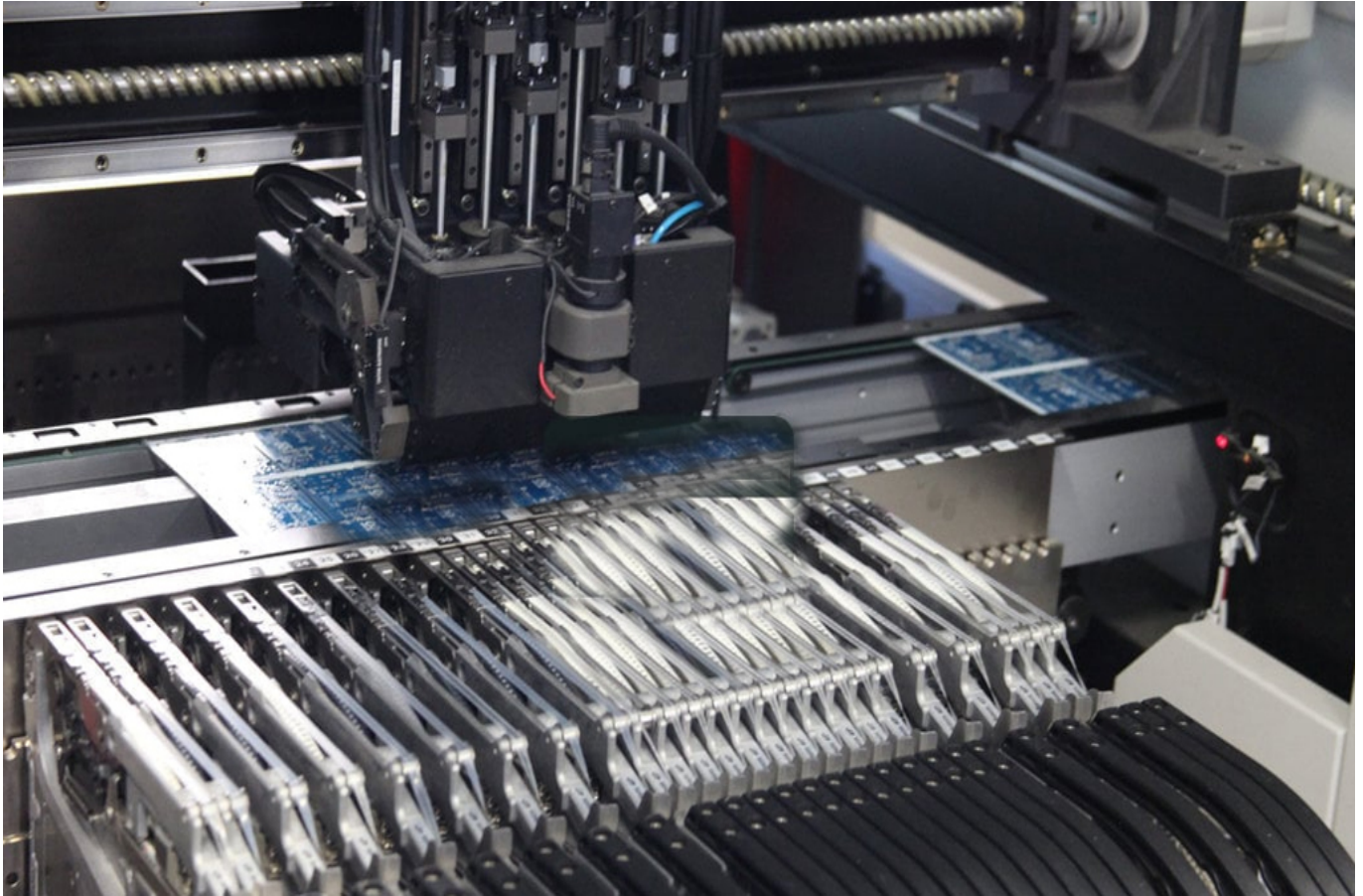


Qualification Pack



Pick And Place Assembly Operator

QP Code: ELE/Q5102

Version: 3.0

NSQF Level: 4

Electronics Sector Skills Council of India || 155, 2nd Floor, ESC House Okhla Industrial Area-Phase 3
New Delhi- 110020 || email:ceo@essc-india.org



Qualification Pack

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Qualification Pack

ELE/Q5102: Pick And Place Assembly Operator

Brief Job Description

A Pick-and-Place Assembly Operator at work programs, operates and maintains the automated pick-and-place machine for placing different types of components on the surface of PCBs for soldering.

Personal Attributes

The job requires the individual to have: attention to details, good eyesight and visual accuracy and to work for long hours generally in a standing position

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [ELE/N5102: Operate pick-and-place machine](#)
2. [ELE/N9905: Work effectively at the workplace](#)
3. [ELE/N1002: Apply health and safety practices at the workplace](#)
4. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

| | |
|--------------------------------------|----------------------------------|
| Sector | Electronics |
| Sub-Sector | Electronics Manufacturing System |
| Occupation | Assembly And Soldering |
| Country | India |
| NSQF Level | 4 |
| Credits | 20 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/8212.1603 |



Qualification Pack

| | |
|---|---|
| Minimum Educational Qualification & Experience | 8th grade pass with 2 years of NTC (plus 2 year of NAC/relevant) OR 10th grade pass (plus 2 year of NTC/NAC/relevant experience) OR 12th Class OR Certificate-NSQF (level 3 in Maintenance Technician) with 2 Years of experience |
| Minimum Level of Education for Training in School | 10th Class |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | NA |
| Next Review Date | 27/06/2025 |
| NSQC Approval Date | 27/01/2022 |
| Version | 3.0 |
| Reference code on NQR | 2022/EHW/ESSC/06650 |
| NQR Version | 1.0 |

Remarks:

NA

Qualification Pack

ELE/N5102: Operate pick-and-place machine

Description

This OS unit is about assembling surface-mount components on the printed circuit boards (PCB) by operating the automated pick-and-place machine after loading with reels of components and program as well as maintaining the machine

Scope

The scope covers the following :

- Program and load the pick and place machine
- Load components and operate the machine for assembling on PCBs
- Inspect assembly cycle for completion
- Perform preventive maintenance of the machine

Elements and Performance Criteria

Program and load the pick and place machine

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

- PC1.** inspect the printed solder paste to check its consistency and desired accuracy
- PC2.** load specified programs on the machine according to PCB assembly plan
- PC3.** program the coordinates as per the design chart or as per the drawing of the board
- PC4.** identify components to be assembled accurately and their placement on the reel
- PC5.** troubleshoot and optimize program if any anomalies are detected

Load components and operate the machine for assembling on PCBs

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

- PC6.** set up tools and components to make them ready for the machine assembly
- PC7.** warm-up the machine for prescribed time period
- PC8.** load and check all components to the feeders according to program and then load the feeders according to chosen program
- PC9.** adjust PCB transport rails for all machines
- PC10.** re-check value loaded on particular wheel and program
- PC11.** check the gap between the boards to ensure secure placement of components on each PCB to avoid disturbance
- PC12.** check the daily PCB-loading list
- PC13.** identify the width of component reels to ensure that they match the specifications
- PC14.** bend the wires so that the wiring has a neat appearance after completion
- PC15.** follow proper ESD and contamination prevention handling practices
- PC16.** monitor the operation of equipment to ensure that assemblies are as per defined standards and specifications
- PC17.** hand over the finished boards to the reflow machine operator/concerned personnel

Qualification Pack

PC18. reload the components as and when the reel or tray becomes empty and in case it gets stuck due to improper flow of components, then clear it immediately

Inspect assembly cycle for completion

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

PC19. check the PCB and components received from screen printing section prior to assembly

PC20. visually check to ensure that solder paste is as per specifications before starting pick-and-place operation

PC21. visually check the assembled board for components missed out against design chart and take corrective action

PC22. interpret production schedules and operations manuals on sequential start up and operation of through hole insertion machine

PC23. document the number of PCB processed

Perform preventive maintenance of the machine

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

PC24. perform weakly greasing and cleaning of nozzles

PC25. maintain machine periodically to avoid downtime

PC26. perform regular cleaning as prescribed by machine manufacturer

PC27. ensure that correct components are placed on PCBs and that the components are damage free to avoid any damage to the machine due to inappropriate components

PC28. maintain component reels in stocking locations and return after use to ensure that they are safely stored

PC29. work with full compliance to standards to ensure zero defects in mounting and assembly

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. companys policies on: incentives, delivery standards and personnel management and Intellectual Property Rights (IPR)

KU2. work flow involved in assembly process of the company

KU3. reporting structure

KU4. reporting structure

KU5. profile of clients

KU6. component binning and stocking policy

KU7. safety and quality standards followed in the organization

KU8. basic electronics and component identification

KU9. pick-and-place machine functioning and controls

KU10. basic programming and loading

KU11. setting up, loading pick-and-place machine

KU12. techniques of cleaning stencil

KU13. colour codes and polarity of components

KU14. regulation of operating speed and temperature

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- KU15.** LEDs and mounting techniques
- KU16.** spike correction techniques for high-voltage soldering of LEDs
- KU17.** significance of junction temperature at PCB for light engine
- KU18.** metal core sink assembly for LEDs
- KU19.** color coding, reading values, polarity, orientation and marking
- KU20.** LED handling standards of manufacturers
- KU21.** IP rating and CREE standards
- KU22.** cleaning and thermal measurement and machine settings
- KU23.** Electro-static discharge (ESD) precautions
- KU24.** manual soldering and rework of SMT components
- KU25.** PCB design basics
- KU26.** commonly occurring machine defects

Generic Skills (GS)

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

- GS1.** to maintain job-sheets, logs and records
- GS2.** to read job sheet, load plans, production drawings
- GS3.** to operate computer
- GS4.** to read production schedules and operations manuals on sequential start up and operation of through hole insertion machine
- GS5.** to document the number of PCB processed
- GS6.** to effectively communicate with the supervisor on the process issues
- GS7.** to effectively communicate maintenance issues to the maintenance personnel
- GS8.** to be able to work on multiple machines at a time, as instructed
- GS9.** to work as a team and deliver assembled PCBs to next work process on time
- GS10.** to reduce repetitive errors
- GS11.** to improve work process
- GS12.** to promptly resolve problems
- GS13.** to enhance machine performance
- GS14.** to operate the through hole insertion machine
- GS15.** to use hand tools such as lead forming tools, cutter, cutting machine
- GS16.** to spot process disruptions and delays
- GS17.** to interpret instructions furnished in written, oral or schedule form

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Program and load the pick and place machine</i> | 7 | 17 | - | 3 |
| PC1. inspect the printed solder paste to check its consistency and desired accuracy | 1 | - | - | - |
| PC2. load specified programs on the machine according to PCB assembly plan | 1 | 4 | - | 1 |
| PC3. program the coordinates as per the design chart or as per the drawing of the board | - | 4 | - | - |
| PC4. identify components to be assembled accurately and their placement on the reel | 4 | 6 | - | 1 |
| PC5. troubleshoot and optimize program if any anomalies are detected | 1 | 3 | - | 1 |
| <i>Load components and operate the machine for assembling on PCBs</i> | 13 | 19 | - | 4 |
| PC6. set up tools and components to make them ready for the machine assembly | 1 | - | - | - |
| PC7. warm-up the machine for prescribed time period | - | 3 | - | - |
| PC8. load and check all components to the feeders according to program and then load the feeders according to chosen program | - | 4 | - | 1 |
| PC9. adjust PCB transport rails for all machines | - | 3 | - | - |
| PC10. re-check value loaded on particular wheel and program | 2 | - | - | 1 |
| PC11. check the gap between the boards to ensure secure placement of components on each PCB to avoid disturbance | 2 | - | - | - |
| PC12. check the daily PCB-loading list | - | 3 | - | 1 |
| PC13. identify the width of component reels to ensure that they match the specifications | - | 3 | - | - |
| PC14. bend the wires so that the wiring has a neat appearance after completion | - | 3 | - | 1 |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC15. follow proper ESD and contamination prevention handling practices | 2 | - | - | - |
| PC16. monitor the operation of equipment to ensure that assemblies are as per defined standards and specifications | 2 | - | - | - |
| PC17. hand over the finished boards to the reflow machine operator/concerned personnel | 2 | - | - | - |
| PC18. reload the components as and when the reel or tray becomes empty and in case it gets stuck due to improper flow of components, then clear it immediately | - | - | - | - |
| <i>Inspect assembly cycle for completion</i> | 10 | 7 | - | 1 |
| PC19. check the PCB and components received from screen printing section prior to assembly | 2 | - | - | - |
| PC20. visually check to ensure that solder paste is as per specifications before starting pick-and-place operation | 2 | - | - | - |
| PC21. visually check the assembled board for components missed out against design chart and take corrective action | 2 | 3 | - | - |
| PC22. interpret production schedules and operations manuals on sequential start up and operation of through hole insertion machine | 2 | 4 | - | 1 |
| PC23. document the number of PCB processed | 4 | - | - | - |
| <i>Perform preventive maintenance of the machine</i> | 10 | 7 | - | 2 |
| PC24. perform weakly greasing and cleaning of nozzles | 1 | 4 | - | 1 |
| PC25. maintain machine periodically to avoid downtime | 1 | - | - | - |
| PC26. perform regular cleaning as prescribed by machine manufacturer | 2 | 3 | - | 1 |



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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC27. ensure that correct components are placed on PCBs and that the components are damage free to avoid any damage to the machine due to inappropriate components | 2 | - | - | - |
| PC28. maintain component reels in stocking locations and return after use to ensure that they are safely stored | 2 | - | - | - |
| PC29. work with full compliance to standards to ensure zero defects in mounting and assembly | 2 | - | - | - |
| NOS Total | 40 | 50 | - | 10 |



Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|----------------------------------|
| NOS Code | ELE/N5102 |
| NOS Name | Operate pick-and-place machine |
| Sector | Electronics |
| Sub-Sector | Electronics Manufacturing System |
| Occupation | Assembly & Soldering |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 27/01/2022 |
| Next Review Date | 27/06/2025 |
| NSQF Clearance Date | 27/01/2022 |



Qualification Pack

ELE/N9905: Work effectively at the workplace

Description

This unit is about the communicating and managing work effectively at the workplace as well as taking measures to enhance own competence and working in a disciplined and ethical manner.

Scope

The scope covers the following :

- Communicate effectively at the workplace
- Work effectively
- Maintain and enhance professional competence
- Work in a disciplined and ethical manner
- Uphold social diversity at the workplace

Elements and Performance Criteria

Communicate effectively at the workplace

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

- PC1.** exchange information and instruction with colleagues, and seek clarifications and feedback as necessary
- PC2.** assist colleagues where required
- PC3.** follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)
- PC4.** document and share all relevant information with stakeholders in agreed formats and as per agreed timelines

Work effectively

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

- PC5.** identify and obtain clarity regarding organisational, team and own goals and targets
- PC6.** prioritise and plan work in order to achieve goals and targets
- PC7.** monitor own and team performance as per agreed plan
- PC8.** complete duties accurately, systematically and within required timeframes
- PC9.** express emotions appropriately at the workplace and manage own response to heightened emotions
- PC10.** maintain orderliness and cleanliness in the work area

Maintain and enhance professional competence

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

- PC11.** identify own strengths and weaknesses in relation to goals and targets
- PC12.** adapt self, service, or product to meet success criteria
- PC13.** seek and select opportunities for continuous professional development
- PC14.** formulate a professional development plan to enhance capabilities

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- PC15.** build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations
- PC16.** examine developments and trends in field of work and their potential impact on work
- PC17.** take feedback from peers, supervisors and clients to improve own performance and practices

Work in a disciplined and ethical manner

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

- PC18.** perform tasks as per workplace standards, organisational policies and legislative requirements
- PC19.** display appropriate professional appearance at the workplace and adhere to the organisational dress code
- PC20.** demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment- friendly practices, etc.
- PC21.** identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution
- PC22.** protect the rights of the client and organisation when delivering services
- PC23.** ensure services are delivered equally to all clients regardless of personal and cultural beliefs
- PC24.** operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities
- PC25.** follow organisational guidelines and legal requirements on disclosure and confidentiality

Uphold social diversity at the workplace

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

- PC26.** recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes
- PC27.** identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace
- PC28.** use inclusive or neutral language and gestures in all interactions
- PC29.** respect the personal and professional space of others
- PC30.** access grievance redressal mechanisms as per legislations

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisation's policies on dress code, workplace timings, workplace behaviour, performance management, incentives, delivery standards, information security, etc.
- KU2.** organizational hierarchy and escalation matrix
- KU3.** importance of the individual's role in the workflow
- KU4.** organisational norms on health, safety and sustainability
- KU5.** work area inspection procedures and practices
- KU6.** professional etiquette and grooming



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- KU7.** communication etiquette across communicative mediums (online, digital, and in-person) including strategies/methods for sharing information, documentation, and providing and receiving feedback
- KU8.** importance of self-evaluations and developing a continuous learning and professional development plan
- KU9.** developments and trends impacting professional practice
- KU10.** importance of taking and using feedback from colleagues and clients to identify and introduce improvements in work performance
- KU11.** professional ethics and workplace norms on reporting and/or penalizing unethical behaviour and practices.
- KU12.** guidelines and legal requirements on disclosure, confidentiality, and conflicts of interest
- KU13.** strategies for collaboration with colleagues and clients.
- KU14.** professional responses and strategies against inappropriate language or behaviour toward self and others
- KU15.** Implicit bias (based on gender, disability, class, caste, colour, race, culture, religion, etc.) and its consequences in the workplace
- KU16.** organizational guidelines, prevalent legislations and accessibility norms and processes to support PwDs at the workplace
- KU17.** strategies for time, effort and resource allocation towards the goals.
- KU18.** basic concepts of work productivity including waste reduction, efficient material usage and optimization of time

Generic Skills (GS)

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

- GS1.** complete documentation and forms such as work orders, invoices maintenance records activity logs, attendance sheets as per organizational format in English and/or local language
- GS2.** write basic accident or incident report accurately in an appropriate format
- GS3.** read warnings, instructions and other text material on product labels, components, etc. and relevant signages, warnings, labels or descriptions on equipment, etc. while carrying out work activities
- GS4.** convey and share technical information clearly using appropriate language
- GS5.** clarify task-related information
- GS6.** liaise with authorities and supervisors as per organizational protocol
- GS7.** listen, speak, and write in an inclusive, respectful manner in line with organizational protocol
- GS8.** seek clarification from immediate supervisor or responsible authority or exercise most appropriate solutions to safety breaches at work
- GS9.** report to the supervisor and when to deal with a colleague depending on the type of concern
- GS10.** deliver product to next work process on time
- GS11.** improve work process and report potential areas of delays and disruptions
- GS12.** communicate problems appropriately to others
- GS13.** identify symptoms of the fault to the cause of the problem and resolve, otherwise seek assistance and support from other sources to solve the problem



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- GS14.** anticipate and avoid hazards that may occur during repairs because of tools, materials used or repair processes
- GS15.** complete tasks efficiently and accurately within stipulated time
- GS16.** appreciate and respect social diversity in all professional settings
- GS17.** develop awareness and accountability for perspectives on gender, disabilities, and socio-cultural issues leading to discrimination, bias, or harassment at the workplace
- GS18.** maintain positive and effective relationships with colleagues and customers

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Communicate effectively at the workplace</i> | 5 | 13 | - | - |
| PC1. exchange information and instruction with colleagues, and seek clarifications and feedback as necessary | 1 | 3 | - | - |
| PC2. assist colleagues where required | 1 | 3 | - | - |
| PC3. follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person) | 1 | 4 | - | - |
| PC4. document and share all relevant information with stakeholders in agreed formats and as per agreed timelines | 2 | 3 | - | - |
| <i>Work effectively</i> | 6 | 13 | - | - |
| PC5. identify and obtain clarity regarding organisational, team and own goals and targets | 1 | 2 | - | - |
| PC6. prioritise and plan work in order to achieve goals and targets | 1 | 2 | - | - |
| PC7. monitor own and team performance as per agreed plan | 1 | 2 | - | - |
| PC8. complete duties accurately, systematically and within required timeframes | 1 | 2 | - | - |
| PC9. express emotions appropriately at the workplace and manage own response to heightened emotions | 1 | 2 | - | - |
| PC10. maintain orderliness and cleanliness in the work area | 1 | 3 | - | - |
| <i>Maintain and enhance professional competence</i> | 8 | 7 | - | - |
| PC11. identify own strengths and weaknesses in relation to goals and targets | 1 | 1 | - | - |
| PC12. adapt self, service, or product to meet success criteria | 1 | 1 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC13. seek and select opportunities for continuous professional development | 1 | 1 | - | - |
| PC14. formulate a professional development plan to enhance capabilities | 2 | 1 | - | - |
| PC15. build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations | 1 | 1 | - | - |
| PC16. examine developments and trends in field of work and their potential impact on work | 1 | 1 | - | - |
| PC17. take feedback from peers, supervisors and clients to improve own performance and practices | 1 | 1 | - | - |
| <i>Work in a disciplined and ethical manner</i> | 11 | 16 | - | - |
| PC18. perform tasks as per workplace standards, organisational policies and legislative requirements | 2 | 2 | - | - |
| PC19. display appropriate professional appearance at the workplace and adhere to the organisational dress code | 1 | 2 | - | - |
| PC20. demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment- friendly practices, etc. | 1 | 2 | - | - |
| PC21. identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution | 2 | 2 | - | - |
| PC22. protect the rights of the client and organisation when delivering services | 1 | 2 | - | - |
| PC23. ensure services are delivered equally to all clients regardless of personal and cultural beliefs | 1 | 2 | - | - |
| PC24. operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities | 2 | 2 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC25. follow organisational guidelines and legal requirements on disclosure and confidentiality | 1 | 2 | - | - |
| <i>Uphold social diversity at the workplace</i> | 10 | 11 | - | - |
| PC26. recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes | 2 | 2 | - | - |
| PC27. identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace | 2 | 2 | - | - |
| PC28. use inclusive or neutral language and gestures in all interactions | 2 | 2 | - | - |
| PC29. respect the personal and professional space of others | 2 | 2 | - | - |
| PC30. access grievance redressal mechanisms as per legislations | 2 | 3 | - | - |
| NOS Total | 40 | 60 | - | - |



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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|------------------------------------|
| NOS Code | ELE/N9905 |
| NOS Name | Work effectively at the workplace |
| Sector | Electronics |
| Sub-Sector | Generic |
| Occupation | Generic - Organizational Behaviour |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 24/02/2022 |
| Next Review Date | 30/12/2026 |
| NSQF Clearance Date | 30/12/2021 |

Qualification Pack

ELE/N1002: Apply health and safety practices at the workplace

Description

This OS unit is about knowledge and practices relating to health, safety and security that candidates need to use in the workplace.

Scope

The scope covers the following :

- Deal with workplace hazards
- Apply fire safety practices
- Follow emergencies, rescue and first-aid procedures
- Effective waste management/recycling practices

Elements and Performance Criteria

Deal with workplace hazards

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

- PC1.** identify job-site hazards and possible causes of accident in the workplace
- PC2.** perform work complying to organizational safe working practices and observing hazard signs displayed on containers, equipment and in various work areas such as inside buildings, in open areas and public spaces, etc.
- PC3.** use appropriate personal protective equipment (PPE) for specific tasks and work conditions, contaminant (concentration w.r.t air) requirements and severity of hazard while conforming to the Indian/International standards
- PC4.** follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments
- PC5.** dispose electronic waste (such as toxins; metals such as lead, cadmium, barium; flame retardant plastics, welding slag etc.) as per industry approved techniques
- PC6.** avoid damage of components due to negligence in electrostatic discharge (ESD) procedures
- PC7.** locate general health and safety equipment in the workplace such as fire extinguishers; first aid equipment; safety instruments, clothing and installations (fire exits, exhaust fans)
- PC8.** maintain appropriate posture while handling heavy objects
- PC9.** apply good housekeeping practices at all times

Apply fire safety practices

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

- PC10.** take preventive measures to prevent fire hazards
- PC11.**
 - use appropriate fire extinguishers for different types of fires
 - Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no l
- PC12.** exhibit rescue and first-aid techniques in case of fire or electrocution

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Follow emergencies, rescue and first-aid procedures

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

- PC13.** administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.
- PC14.** administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,
- PC15.** participate regularly in emergency procedures such as raising alarm, safe/efficient, evacuation, correct means of taking shelter and escaping, correct assembly point, roll call, correct return to work
- PC16.** use correct method to move injured people and others during an emergency

Effective waste management/recycling practices

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

- PC17.** identify recyclable and non-recyclable, and hazardous waste generated
- PC18.** segregate waste into different categories
- PC19.** ensure disposal of non-recyclable waste appropriately
- PC20.** deposit non-recyclable and reusable material at identified location
- PC21.** follow processes specified for disposal of hazardous waste

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of working in clean and safe work environment following safety practices and procedures
- KU2.** health and safety roles and responsibilities of relevant personnel within and outside the organisation
- KU3.** key internal and external sources of health and safety information
- KU4.** basic knowledge of electronic devices and related health risks
- KU5.** meaning of hazards and risks
- KU6.** various types of health and safety hazards commonly present in the work environment such as physical hazards, electrical hazards, chemical hazards, fire hazards, equipment related hazards, health hazards, etc.
- KU7.** methods of accident prevention
- KU8.** importance of using protective clothing/equipment while working
- KU9.** general principles for identifying and controlling health and safety risks
- KU10.** main hazards and preventive as well as control measures while working with different types of equipment
- KU11.** importance of carrying out electrical and non-electrical isolation to prevent hazards from loss of machine/system/process control
- KU12.** main hazards and preventive as well as control measures when working with electrical systems or using electrical equipment
- KU13.** forms and classifications of hazardous substances
- KU14.** safe working practices while working at various hazardous sites
- KU15.** prevention and control measures to reduce risks from exposure to hazardous substances

Qualification Pack

- KU16.** health effects associated with exposure to noise and vibration and the appropriate control measures
- KU17.** precautionary activities to prevent the fire accident
- KU18.** various causes of fire such as heating of metal, spontaneous ignition, sparking, electrical eating, loose fires (smoking, welding, etc.) chemical fires etc.
- KU19.** techniques of using the different fire extinguishers
- KU20.** different methods and material to extinguish fires
- KU21.** different materials used for extinguishing fire such as sand, water, foam, CO₂, dry powder
- KU22.** rescue techniques used during a fire hazard
- KU23.** various types of safety signs and their meaning
- KU24.** basic first aid treatment relevant to the common work place injuries e.g. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries
- KU25.** contents of written accident report
- KU26.** potential injuries and ill health associated with incorrect handling of tools and equipment
- KU27.** safe lifting and carrying practices
- KU28.** potential impact to a person who is moved incorrectly
- KU29.** personal safety, health and dignity issues relating to the movement of a person by others
- KU30.** ESD measures and 5S
- KU31.** efficient utilization and management of material and water
- KU32.** ways to recognize common electrical problems and practices of conserving electricity
- KU33.** usage of different colours of dustbins, categorization of waste into dry, wet, recyclable, nonrecyclable and items of single-use plastics
- KU34.** organization's procedure for minimizing waste
- KU35.** waste management and methods of waste disposal
- KU36.** common sources of pollution and ways to minimize it
- KU37.** names, contact information and location of people responsible for health and safety in the workplace
- KU38.** location of documents and equipment for health and safety compliance/practices in the workplace
- KU39.** safety notices, signs and instructions at workplace

Generic Skills (GS)

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

- GS1.** interpret general health and safety guidelines labels, charts, signages
- GS2.** read operation manuals
- GS3.** write health and safety compliance report
- GS4.** write an accident/incident report in local language or English
- GS5.** provide an emergency or safety incident brief to seniors or relevant authorities in a calm, clear and to-the-point manner
- GS6.** communicate general health and safety guidelines to colleagues/co-workers



Qualification Pack

- GS7.** communicate appropriately with co-workers in order to clarify instructions and other issues
- GS8.** act in case of any potential hazards observed in the work place
- GS9.** plan and organize their own work schedule, work area, tools, equipment in compliance with organizational policies for health, safety and security
- GS10.** take adequate measures to ensure the safety of clients and visitors at the workplace
- GS11.** identify immediate or temporary solutions to resolve delays
- GS12.** evaluate the work area for health and safety risks or hazards
- GS13.** use cause and effect relations to anticipate potential issues, problems and their solution in the work area related to safety
- GS14.** recognise emergency and potential emergency situations
- GS15.** protect self and others from a health and safety risk or hazard
- GS16.** communicate and collaborate to incorporate sustainable practices (greening) in workplace processes
- GS17.** record data on waste disposal at workplace

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Deal with workplace hazards</i> | 20 | 31 | - | - |
| PC1. identify job-site hazards and possible causes of accident in the workplace | 2 | 3 | - | - |
| PC2. perform work complying to organizational safe working practices and observing hazard signs displayed on containers, equipment and in various work areas such as inside buildings, in open areas and public spaces, etc. | 3 | 4 | - | - |
| PC3. use appropriate personal protective equipment (PPE) for specific tasks and work conditions, contaminant (concentration w.r.t air) requirements and severity of hazard while conforming to the Indian/International standards | 3 | 4 | - | - |
| PC4. follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments | 3 | 4 | - | - |
| PC5. dispose electronic waste (such as toxins; metals such as lead, cadmium, barium; flame retardant plastics, welding slag etc.) as per industry approved techniques | 2 | 4 | - | - |
| PC6. avoid damage of components due to negligence in electrostatic discharge (ESD) procedures | 2 | 3 | - | - |
| PC7. locate general health and safety equipment in the workplace such as fire extinguishers; first aid equipment; safety instruments, clothing and installations (fire exits, exhaust fans) | 2 | 3 | - | - |
| PC8. maintain appropriate posture while handling heavy objects | 1 | 3 | - | - |
| PC9. apply good housekeeping practices at all times | 2 | 3 | - | - |
| <i>Apply fire safety practices</i> | 4 | 9 | - | - |
| PC10. take preventive measures to prevent fire hazards | 2 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <p>PC11.</p> <ul style="list-style-type: none"> • use appropriate fire extinguishers for different types of fires • Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no l | 1 | 3 | - | - |
| <p>PC12. exhibit rescue and first-aid techniques in case of fire or electrocution</p> | 1 | 3 | - | - |
| <p><i>Follow emergencies, rescue and first-aid procedures</i></p> | 6 | 13 | - | - |
| <p>PC13. administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.</p> | 1 | 3 | - | - |
| <p>PC14. administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,</p> | 1 | 2 | - | - |
| <p>PC15. participate regularly in emergency procedures such as raising alarm, safe/efficient, evacuation, correct means of taking shelter and escaping, correct assembly point, roll call, correct return to work</p> | 2 | 4 | - | - |
| <p>PC16. use correct method to move injured people and others during an emergency</p> | 2 | 4 | - | - |
| <p><i>Effective waste management/recycling practices</i></p> | 5 | 12 | - | - |
| <p>PC17. identify recyclable and non-recyclable, and hazardous waste generated</p> | 1 | 3 | - | - |
| <p>PC18. segregate waste into different categories</p> | 1 | 2 | - | - |
| <p>PC19. ensure disposal of non-recyclable waste appropriately</p> | 1 | 2 | - | - |
| <p>PC20. deposit non-recyclable and reusable material at identified location</p> | 1 | 3 | - | - |



Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC21. follow processes specified for disposal of hazardous waste | 1 | 2 | - | - |
| NOS Total | 35 | 65 | - | - |



Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | ELE/N1002 |
| NOS Name | Apply health and safety practices at the workplace |
| Sector | Electronics |
| Sub-Sector | Generic |
| Occupation | Generic - Health Safety |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 3.0 |
| Last Reviewed Date | 24/02/2022 |
| Next Review Date | 30/12/2026 |
| NSQC Clearance Date | 30/12/2021 |



Qualification Pack

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values - Citizenship

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

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

Career Development & Goal Setting

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

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

Communication Skills

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

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

Diversity & Inclusion

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

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

Financial and Legal Literacy

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

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

Essential Digital Skills

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

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

Entrepreneurship

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

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

Customer Service

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

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

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

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

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

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

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

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

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

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

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

KU11. how to compute income and expenditure

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

KU13. different legal rights and laws

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

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

KU16. how to identify business opportunities

KU17. types and needs of customers

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

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

Generic Skills (GS)

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

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

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



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> | 1 | 1 | - | - |
| PC1. identify employability skills required for jobs in various industries | - | - | - | - |
| PC2. identify and explore learning and employability portals | - | - | - | - |
| <i>Constitutional values - Citizenship</i> | 1 | 1 | - | - |
| 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 | - | - | - | - |
| <i>Becoming a Professional in the 21st Century</i> | 2 | 4 | - | - |
| 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 | - | - | - | - |
| <i>Basic English Skills</i> | 2 | 3 | - | - |
| 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 | - | - | - | - |
| <i>Career Development & Goal Setting</i> | 1 | 2 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. understand the difference between job and career | - | - | - | - |
| PC11. prepare a career development plan with short- and long-term goals, based on aptitude | - | - | - | - |
| <i>Communication Skills</i> | 2 | 2 | - | - |
| PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings | - | - | - | - |
| PC13. work collaboratively with others in a team | - | - | - | - |
| <i>Diversity & Inclusion</i> | 1 | 2 | - | - |
| PC14. communicate and behave appropriately with all genders and PwD | - | - | - | - |
| PC15. escalate any issues related to sexual harassment at workplace according to POSH Act | - | - | - | - |
| <i>Financial and Legal Literacy</i> | 2 | 3 | - | - |
| 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 | - | - | - | - |
| <i>Essential Digital Skills</i> | 3 | 4 | - | - |
| 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 | - | - | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Entrepreneurship</i> | 2 | 3 | - | - |
| 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 | - | - | - | - |
| <i>Customer Service</i> | 1 | 2 | - | - |
| PC26. identify different types of customers | - | - | - | - |
| PC27. identify and respond to customer requests and needs in a professional manner. | - | - | - | - |
| PC28. follow appropriate hygiene and grooming standards | - | - | - | - |
| <i>Getting ready for apprenticeship & Jobs</i> | 2 | 3 | - | - |
| 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 | - | - | - | - |
| NOS Total | 20 | 30 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---------------------------------|
| NOS Code | DGT/VSQ/N0102 |
| NOS Name | Employability Skills (60 Hours) |
| Sector | Cross Sectoral |
| Sub-Sector | Professional Skills |
| Occupation | Employability |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 1.0 |
| Last Reviewed Date | NA |
| Next Review Date | 24/02/2025 |
| NSQC Clearance Date | 24/02/2022 |

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.



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 |
|---|--------------|-----------------|---------------|------------|-------------|------------|
| ELE/N5102. Operate pick-and-place machine | 40 | 50 | - | 10 | 100 | 60 |
| ELE/N9905. Work effectively at the workplace | 40 | 60 | - | - | 100 | 15 |
| ELE/N1002. Apply health and safety practices at the workplace | 35 | 65 | - | - | 100 | 15 |
| DGT/VSQ/N0102. Employability Skills (60 Hours) | 20 | 30 | - | - | 50 | 10 |
| Total | 135 | 205 | - | 10 | 350 | 100 |



Qualification Pack

Acronyms

| | |
|-------------|---|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| TVET | Technical and Vocational Education and Training |
| IPR | Intellectual Property Rights |
| PCB | Printed Circuit Board |

Qualification Pack

Glossary

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

Qualification Pack

| | |
|---|--|
| Knowledge and Understanding (KU) | 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. |
| Organisational Context | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. |
| Technical Knowledge | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities. |
| Core Skills/ Generic Skills (GS) | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles. |
| Electives | Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. |
| Options | Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. |