Junior Engineer Drone (R & D)

QP Code: ELE/Q6703

Version: 1.0

NSQF Level: 5.5

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Qualification Pack

Contents

Qualification Pack

ELE/Q6703: Junior Engineer Drone (R & D)

Brief Job Description

Junior Engineer Drone (R& D) conducts research related to all the new technologies in the field of drones & its components & also designs a prototype for the manufacturing of a drone

Personal Attributes

Junior Engineer Drone conducts research related to all the new technologies in the field of drones & its components & also design a prototype for the manufacturing of a drone

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. ELE/N6705: R & D in the field of Drones & its components

2. ELE/N6706: Development of Prototype for Manufacturing

3. ELE/N7007: Practical Aspect of Drones and Simulation Techniques

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

Qualification Pack (QP) Parameters

Sector	Electronics
Sub-Sector	E-Mobility and Battery
Occupation	Product Design & Development-EM&B
Country	India
NSQF Level	5.5
Credits	18
Aligned to NCO/ISCO/ISIC Code	NCO-2015/8212.0400

Minimum Educational Qualification & Experience	12th grade Pass with 2 Years of experience OR 12th grade pass with 1 year NTC/ NAC with 1 Year of experience OR Completed 3 year diploma after 10th (Electronics/Electrical/Mechanical) with 1 Year of experience OR Certificate-NSQF (level 4) with 3 Years of experience OR Pursuing 3rd year of UG (and 4th B.sc./B.tech/B.E in the relevant Field)
Minimum Level of Education for Training in School	12th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	21 Years
Last Reviewed On	NA
Next Review Date	31/01/2027
NSQC Approval Date	31/01/2024
Version	1.0
Reference code on NQR	QG-5.5-EH-01991-2024-VI-ESSC
NQR Version	1.0

ELE/N6705: R & D in the field of Drones & its components

Description

A Drone Research & Design Specialist conducts research related to all the new technologies in the field of drones & its components.

Scope

The scope covers the following :

- Market Research / Industry Demand
- Pre design requirements

Elements and Performance Criteria

Market Research / Industry Demand

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

PC1. Study about the Drone Electronics and communication

PC2. Study about various segments where Drones are in use

PC3. Study about the background of the Drones & its fraternity

PC4. Skill Gap Study of the demand for workforce in the Drone Sector

PC5. Use Case Study

Pre design requirements

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

PC6. Overview of the Drone, various components and its related allied technologies

PC7. Identification & Study of the Software used for the simulation and data collection

PC8. Hands on with software & hardware

PC9. Development of the Design requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Organisation policies on incentives and personnel management

KU2. Importance of the individual's role in the workflow

KU3. Reporting structure followed in the organisation

KU4. organisation's portfolio of products

KU5. organisation policy on product's warranty and other terms and conditions

KU6. Types and applications of various types of electronic components such as resistors, capacitors, coil, diode, transistor, integrated circuits (IC) etc.

KU7. various types of Drones, their respective applications, electronic components and functioning

Generic Skills (GS)

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

GS1. write common words/signs and set phrases used in the work

GS2. Prepare checklists, reports and fill out forms in local language or Hindi/English

GS3. Measure various dimensions as per task requirements

GS4. Perform arithmetic calculations of addition, subtraction, multiplication and division processes

GS5. Read and interpret information (symbols, dimensions, terminology, dates etc.) given in local language or Hindi

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Market Research / Industry Demand	**25**	**-**	**-**	**25**
PC1. Study about the Drone Electronics and communication	5	-	-	5
PC2. Study about various segments where Drones are in use	5	-	-	5
PC3. Study about the background of the Drones & its fraternity	5	-	-	5
PC4. Skill Gap Study of the demand for workforce in the Drone Sector	5	-	-	5
PC5. Use Case Study	5	-	-	5
Pre design requirements	**20**	**-**	**-**	**30**
PC6. Overview of the Drone, various components and its related allied technologies	5	-	-	7
PC7. Identification & Study of the Software used for the simulation and data collection	5	-	-	7
PC8. Hands on with software & hardware	5	-	-	9
PC9. Development of the Design requirements	5	-	-	7
NOS Total	**45**	**-**	**-**	**55**

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	ELE/N6705
NOS Name	R & D in the field of Drones & its components
Sector	Electronics
Sub-Sector	E-Mobility and Battery
Occupation	Product Design & Development-EM&B
NSQF Level	5
Credits	4
Version	1.0
Last Reviewed Date	31/01/2024
Next Review Date	31/01/2027
NSQC Clearance Date	31/01/2024

ELE/N6706: Development of Prototype for Manufacturing

Description

A Drone Research & Design Specialist works on the designing of a prototype required for the manufacturing of a drone.

Scope

The scope covers the following :

- Understanding product features and engineering drawing
- Develop design for manufacture
- Completing approval procedures

Elements and Performance Criteria

Understanding product features and engineering drawing

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

PC1. Understand specifications of product being developed

PC2. Compare specifications of new product with existing and identify differences in terms of features and functionality

PC3. Assess the level of design similarities

PC4. Check if selected components have been used in existing products

PC5. plan man hour requirement and set budget deadlines to develop the required drawing

PC6. Thoroughly understand the design requirement from the research team

Develop design for manufacture

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

PC7. Collect information on drone & its components for the prototype

PC8. If a component of an existing model is being altered, make changes in the manufacture design drawing

PC9. Get approval of the drawing developed from the design development team

PC10. Apply approved engineering concepts, processes and principles in developing the drawing, drone navigation and various controls

PC11. Ensure compliance with regulations, standards and codes of practices

PC12. Ensure the drawing related to the aerodynamics and its payload complying with manufacturing requirements and capabilities of the organisation

Completing approval procedures

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

PC13. After the drawing has been reviewed by the design development team, get the drawing approved by Lead

PC14. Ensure accuracy of design developed and maintain consistency with the engineering drawing

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Functionalities of various components of Drone such as fans, propellers, electric motors, camera system, GPS, etc.

KU2. Standard work practices for designing of the drone.

KU3. Various tests and their procedures for checking the Drones

KU4. Usage of various tools for assembling the Drone such as multi meter, soldering gun etc.

KU5. Techniques for fitting and fixing of drone components

KU6. documentation performed during the entire process

KU7. Necessary product information to be communicated to the customer while commissioning the drone

KU8. Applicable safety and quality standards during the entire process

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Understanding product features and engineering drawing	**8**	**12**	**6**	**5**
PC1. Understand specifications of product being developed	2	3	-	1
PC2. Compare specifications of new product with existing and identify differences in terms of features and functionality	1	2	-	1
PC3. Assess the level of design similarities	1	2	2	1
PC4. Check if selected components have been used in existing products	1	2	2	1
PC5. plan man hour requirement and set budget deadlines to develop the required drawing	1	1	-	-
PC6. Thoroughly understand the design requirement from the research team	2	2	2	1
Develop design for manufacture	**12**	**18**	**6**	**-**
PC7. Collect information on drone & its components for the prototype	2	3	-	-
PC8. If a component of an existing model is being altered, make changes in the manufacture design drawing	2	3	2	-
PC9. Get approval of the drawing developed from the design development team	2	3	2	-
PC10. Apply approved engineering concepts, processes and principles in developing the drawing, drone navigation and various controls	2	3	-	-
PC11. Ensure compliance with regulations, standards and codes of practices	2	3	2	-
PC12. Ensure the drawing related to the aerodynamics and its payload complying with manufacturing requirements and capabilities of the organisation	2	3	-	-
Completing approval procedures	**10**	**20**	**3**	**-**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. After the drawing has been reviewed by the design development team, get the drawing approved by Lead	5	10	1	-
PC14. Ensure accuracy of design developed and maintain consistency with the engineering drawing	5	10	2	-
NOS Total	**30**	**50**	**15**	**5**

National Occupational Standards (NOS) Parameters

NOS Code	ELE/N6706
NOS Name	Development of Prototype for Manufacturing
Sector	Electronics
Sub-Sector	E-Mobility and Battery
Occupation	Product Design & Development-EM&B
NSQF Level	5
Credits	8
Version	1.0
Last Reviewed Date	31/01/2024
Next Review Date	31/01/2027
NSQC Clearance Date	31/01/2024

ELE/N7007: Practical Aspect of Drones and Simulation Techniques

Description

Understanding of Drone Simulation and its techniques

Scope

The scope covers the following :

- Simulation setup for multiple Drones.
- How to Use Simulation Setup Effectively.
- Different techniques for usage of simulation setup

Elements and Performance Criteria

Practical Aspect of Drones and Simulation Techniques

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

PC1. Understanding of Simulation Setup and its importance for the Drone Operator.

PC2. Different Types of Drone Simulator and their usage

PC3. Major components required for a Drone Simulator

PC4. Setting up of Drone Simulator from scratch

PC5. How to switch between different models and modes in a Drone Simulator

PC6. Preflight check and starting up your Drone

PC7. Preparation Cum Coordination for Flight

PC8. Take off and Flight Stage

PC9. Approach and Landing of a Drone Systems

PC10. After Flight Checks

PC11. Simulator Exercises

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Organizational policies on incentives and personnel management

KU2. importance of the individuals role in the workflow

KU3. reporting structure followed in the organization

KU4. organization's portfolio of products

KU5. organizational policy on product's warranty and other terms and conditions

KU6. Learn how to integrate simulator software and hardware

KU7. Using Simulator Software for flying practice

KU8. Preflight and Postflight check drone flying

KU9. Understand various flying maneuvers

KU10. Learn Multiple Flying scenarios

KU11. Emergency Procedures and abnormal Flying conditions.

Generic Skills (GS)

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

GS1. write common words/signs and set phrases used in the work

GS2. prepare checklists, reports and fill out forms in local language or English/ Hindi maintain work related notes and records

GS3. measure various dimensions as per task requirements

GS4. perform arithmetic calculations of addition, subtraction, multiplication and division processes

GS5. read and interpret information (symbols, dimensions, terminology, dates etc.) given language

GS6. read the relevant literature to get the latest updates about the field of work

GS7. communicate politely and professionally

GS8. listen attentively to understand the information being shared

GS9. take quick decisions to deal with work emergencies or accidents

GS10. identify possible disruptions to work and take appropriate preventive measures

GS11. evaluate all possible solutions to a problem to select the best one.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Practical Aspect of Drones and Simulation Techniques	**20**	**50**	**20**	**10**
PC1. Understanding of Simulation Setup and its importance for the Drone Operator.	4	-	-	-
PC2. Different Types of Drone Simulator and their usage	4	-	-	2
PC3. Major components required for a Drone Simulator	4	-	-	3
PC4. Setting up of Drone Simulator from scratch	4	10	-	3
PC5. How to switch between different models and modes in a Drone Simulator	4	3	-	2
PC6. Preflight check and starting up your Drone	-	3	-	-
PC7. Preparation Cum Coordination for Flight	-	4	-	-
PC8. Take off and Flight Stage	-	5	3	-
PC9. Approach and Landing of a Drone Systems	-	5	3	-
PC10. After Flight Checks	-	5	4	-
PC11. Simulator Exercises	-	15	10	-
NOS Total	**20**	**50**	**20**	**10**

National Occupational Standards (NOS) Parameters

NOS Code	ELE/N7007
NOS Name	Practical Aspect of Drones and Simulation Techniques
Sector	Electronics
Sub-Sector	E-Mobility and Battery
Occupation	After Sale Support-EM&B
NSQF Level	3
Credits	4
Version	1.0
Last Reviewed Date	31/01/2024
Next Review Date	31/01/2027
NSQC Clearance Date	31/01/2024

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:

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.

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

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	**1**	**1**	**-**	**-**
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	**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	-	-	-	-
Becoming a Professional in the 21st Century	**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	-	-	-	-
Basic English Skills	**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	-	-	-	-
Career Development & Goal Setting	**1**	**2**	**-**	**-**

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	-	-	-	-
Communication Skills	**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	-	-	-	-
Diversity & Inclusion	**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	-	-	-	-
Financial and Legal Literacy	**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	-	-	-	-
Essential Digital Skills	**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	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Entrepreneurship	**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	-	-	-	-
Customer Service	**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	-	-	-	-
Getting ready for apprenticeship & Jobs	**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	31/01/2024
Next Review Date	31/01/2027
NSQC Clearance Date	31/01/2024

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

As per the Guide line as Mentioned

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/N6705.R & D in the field of Drones & its components	45	-	-	55	100	30
ELE/N6706.Development of Prototype for Manufacturing	30	50	15	5	100	30
ELE/N7007.Practical Aspect of Drones and Simulation Techniques	20	50	20	10	100	20
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	20
Total	**115**	**130**	**35**	**70**	**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

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.

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.