

## Qualification Pack

# Food Safety Team Leader

QP Code: FIC/Q7601

QP Version: 1.0

NSQF Level:5

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## Qualification Pack

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## Qualification Pack

### FIC/Q7601: Food Safety Team Leader

#### Brief Job Description

A Food Safety Team Leader (FSTL) manages the food safety and management system (FSMS) of the factory including continuous monitoring, conducting risk assessments, establishing levels of acceptable risks against hazard overseeing food safety processes, audits, corrective actions, reporting variances to senior management and thereby ensuring adequate implementation and effectiveness of the food safety and management system (FSMS)

#### Personal Attributes

The individual should be able to lead a team, have a good personality and written and oral communication, project management skills, high numerical ability and an analytical mind backed by knowledge of Food Safety and Standards Act and Good Manufacturing Practices (GMP)

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [FIC/N7601: Design, develop and implement Food Safety Management System \(FSMS\)](#)
2. [FIC/N7602: Conduct audit and handle customer complaints](#)
3. [FIC/N9903: Ensure food safety at the workplace](#)
4. [FIC/N9904: Ensure workplace health and safety](#)
5. [FIC/N9902: Work effectively in an organization](#)
6. [SGJ/N1702: Optimize resource utilization at workplace](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Quality Analysis/Assurance
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5220.60

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<b>Minimum Educational Qualification &amp; Experience</b>	<ol style="list-style-type: none"> <li>1. Bachelor’s degree in Microbiology/Food technology/Biotechnology or allied disciplines + 6 months of relevant experience</li> <li>2. Class 12th pass in Science Stream and 3 years of diploma in relevant stream and 1 year of relevant experience</li> <li>3. Class 12th pass in science stream and 3 years of relevant experience</li> <li>4. Class 12th pass with 2 years course in relevant stream and 1 year of relevant experience</li> <li>5. NSQF Level 5 Certificate either in Technical Lead - Food Analysis or Supervisor Qualifications and 2 years of relevant experience</li> </ol>
<b>Minimum Level of Education for Training in School</b>	NA
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 years
<b>Last Reviewed On</b>	
<b>Next Review Date</b>	
<b>NSQC Approval Date</b>	
<b>Version</b>	1.0

## Qualification Pack

### FIC/N7601: Design, develop and implement Food Safety Management System (FSMS)

#### Description

This OS unit covers planning, development and implementation of a food safety management system in any food processing unit

#### Scope

This unit/task covers the following:

- Design and develop FSMS
- Implement FSMS
- Verify and update FSMS

#### Elements and Performance Criteria

##### *Design and develop FSMS*

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

PC1. evaluate organizational requirements for food safety program

Organizational requirements: impact of existing organizational policy on food safety, existing policies and procedures, food handling operations, production processes and identify potential or existing food safety hazards, existing product specifications given to suppliers and determine quality assurance specifications for final product supplied and assess need for change

PC2. identify food safety management system requirements

Food safety system requirements: product description, determine scope and requirements of the food safety system in accordance with regulatory guidelines, customer expectations, create a team, identify goals, food safety responsibilities, obligations and roles should be clearly explained to stakeholders, review flowcharts of processes and make appropriate changes

PC3. start the development of food safety management system for a food processing unit by performing pre-HACCP steps

PC4. create a team of food safety members and include at least one member from every concerned department represented in the team and allocate roles and responsibilities

PC5. describe the product to the food safety team members such as product name, category, MRP, shelf life of product, regulatory requirement for manufacturing, label claims, nutritional information, storage and distribution of the product etc

PC6. identify the needs of the intended customers to be fulfilled by the product and understand the composition of the product

PC7. create process flowcharts as per GMP, GHP and regulatory guidelines for all the processes that are involved in the manufacturing of final product

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process flowcharts: e.g. in biscuit industry - cleaning processes, receiving of ingredients, Quality inspection pre-mixing, sugar grinding, invert syrup preparation, flour sieving process, mixing of ingredients, moulding/cutting of dough, baking, cooling of biscuits, packing, use of re-work, process of waste disposal etc.

- PC8. verify the existing process flowcharts and identify the gaps in process flowcharts, determine the breaches of food safety procedures, and address all the issues
- PC9. identify training needs of the employees and team members and develop training programs
- PC10. conduct hazard analysis to identify the types of hazards and develop a list of food safety hazards which are likely to cause food safety risk and categorize them as physical, chemical, biological and allergenic
- PC11. determine the factors which may influence the likely occurrence and severity of the hazard being controlled
- PC12. determine the critical control points (CCPs) where hazards can be prevented, eliminated or reduced to an acceptable level
- PC13. establish the acceptable critical control limits for each critical control point that should be observable and measurable
- PC14. establish the monitoring plan and allot responsibilities to the staff which includes recording observations or measurements to assess whether the CCP is being met on a particular frequency
- PC15. take action to bring the process back into control, if monitoring indicates that the critical limits are not being met
- PC16. take corrective actions using various techniques like decision tree if the criteria for CCP is not being met
- PC17. establish verification procedures to determine the validity of the HACCP plan
- PC18. ensure all hazards are identified and controlled during the process through critical control points and critical control limits
- PC19. establish audit plan, procedure, and pre-operational checklists for conducting audits
- PC20. establish record keeping and documentation procedures for effective functioning and monitoring of food safety management system
- PC21. develop schedule for regular review of food safety management system

### *Implement and maintain FSMS*

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

- PC22. communicate food safety management system, policies, procedures, and product specifications to employees and ensure display of appropriate signage and access to information
- PC23. identify the training needs of manpower and provide appropriate training to assist in the implementation
- PC24. ensure the availability of necessary tools including a robust database management system to measure the critical control limits and CCPs
- PC25. monitor operational activities such as pre-requisite programs, standard operating procedures, critical control points, traceability, critical limits, consumer complaints and other activities to ensure that the food safety management system is robust
- PC26. determine and correct the cause of non-compliance.
- PC27. separate product which is non-conforming and initiate appropriate actions including market recall if needed, after approval
- PC28. implement other necessary corrective and preventive action to maintain the food safety management system

### *Verify and update FSMS*

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

- PC29. verify the HACCP plan by reviewing policies, flowcharts, procedures, product specifications, monitoring systems, corrective actions and all supporting documents
- PC30. make changes to practices that led to the food safety breach, and document, communicate the changes to the team with implementation plan
- PC31. update food safety management systems time to time as per standards and take the approval by concerned authority

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. standards, policies, and procedures followed in the company relevant to food safety and food quality
- KU2. cleaning and sanitation procedures and their importance
- KU3. fundamentals of Good manufacturing practices, good handling practices
- KU4. schedule IV requirements of FSSAI
- KU5. difference between pre-requisite programs (PRPs), operational pre-requisite programs (OPRPs), CCPs
- KU6. product specification and able to meet the product parameters with standards
- KU7. seven steps of HACCP plan
- KU8. application of decision tree
- KU9. acceptable, tolerable and unacceptable levels of risk
- KU10. target value, warning value and critical limit of potential hazard
- KU11. codex alimentarius and the corrective actions
- KU12. the process of supplier quality assurance
- KU13. complete process of manufacturing of various food products followed in different industries from receiving of ingredients to dispatch of finished products
- KU14. the relevance of pest management, how to implement effective pest control program in premises, methods and chemicals used to control different kind of pest in the processing area
- KU15. able to maintain personnel and surrounding hygiene
- KU16. the type of hazards that cause potential risk to food safety, categorization of hazards, type of critical control points to minimize the hazards at acceptable levels and critical limits for each hazards type
- KU17. able to a perform rapid and complete traces when a product is identified with any hazard or when retrieval is necessary.
- KU18. food safety and food quality policy of the organization, quality assurance procedures, production SOPs, product formulations, recipes and hazards associated with them; glass control policy, jewelry prevention
- KU19. documentation of HACCP plan and its methods  
methods: process mapping, decision tree, validation methods, PDCA, process capability , etc.
- KU20. the importance of training of employees on food safety and food safety management system, ingredient handling practices, PRPs, and other necessary topics
- KU21. cross contamination and importance of allergen management.
- KU22. organization's departments, hierarchy, products, services
- KU23. workplace safety requirements, hazard reporting and handling procedures
- KU24. organizational reporting and documentation procedures
- KU25. job responsibilities of food safety team leader and quality assurance manager

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### 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. perform arithmetic calculations of addition, subtraction, multiplication, and division processes
- GS4. read and interpret information (symbols, dimensions, terminology, dates etc.) given in local language or Hindi
- GS5. state information, doubts, and concerns about work related matters in local language or Hindi/English
- GS6. participate in workplace conversations and meetings and communicate by telephone in local language or Hindi/English
- GS7. plan one's daily tasks to achieve maximum productivity
- GS8. establish priorities and deadlines in consultation with others and record them
- GS9. be punctual and work as per agreed priorities
- GS10. manage distractions and maintain workplace discipline
- GS11. breakdown relevant work process into its constituent activities for ease of analysis
- GS12. importance of taking responsibility for own work outcomes
- GS13. importance of following laid down rules, procedures, instructions, and policies
- GS14. importance of time management for achieving better results
- GS15. think through the problem, evaluate the possible solution(s), and suggest an optimum /best possible solution(s)
- GS16. identify immediate or temporary solutions to resolve delays

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Design and develop FSMS</i>	<b>21</b>	<b>36</b>		<b>14</b>
<b>PC1.</b> evaluate organizational requirements for food safety program Organizational requirements: impact of existing organizational policy on food safety, existing policies and procedures, food handling operations, production processes and identify potential or existing food safety hazards, existing product specifications given to suppliers and determine quality assurance specifications for final product supplied and assess need for change	2	2		1
<b>PC2.</b> identify food safety management system requirements Food safety system requirements: product description, determine scope and requirements of the food safety system in accordance with regulatory guidelines, customer expectations, create a team, identify goals, food safety responsibilities, obligations and roles should be clearly explained to stakeholders, review flowcharts of processes and make appropriate changes	2	2		1
<b>PC3.</b> start the development of food safety management system for a food processing unit by performing pre-HACCP steps	1	2		1
<b>PC4.</b> create a team of food safety members and include at least one member from every concerned department represented in the team and allocate roles and responsibilities	1	2		0
<b>PC5.</b> describe the product to the food safety team members such as product name, category, MRP, shelf life of product, regulatory requirement for manufacturing, label claims, nutritional information, storage and distribution of the product etc.	1	2		1

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<b>PC6.</b> identify the needs of the intended customers to be fulfilled by the product and understand the composition of the product	1	2		1
<b>PC7.</b> create process flowcharts as per GMP, GHP and regulatory guidelines for all the processes that are involved in the manufacturing of final product process flowcharts: e.g. in biscuit industry - cleaning processes, receiving of ingredients, Quality inspection pre-mixing, sugar grinding, invert syrup preparation, flour sieving process, mixing of ingredients, moulding/cutting of dough, baking, cooling of biscuits, packing, use of re-work, process of waste disposal etc.	2	2		1
<b>PC8.</b> verify the existing process flowcharts and identify the gaps in process flowcharts, determine the breaches of food safety procedures, and address all the issues	1	2		1
<b>PC9.</b> identify training needs of the employees and team members and develop training programs	1	2		0
<b>PC10.</b> conduct hazard analysis to identify the types of hazards and develop a list of food safety hazards which are likely to cause food safety risk and categorize them as physical, chemical, biological and allergenic	1	2		1
<b>PC11.</b> determine the factors which may influence the likely occurrence and severity of the hazard being controlled	1	1		0
<b>PC12.</b> determine the critical control points (CCPs) where hazards can be prevented, eliminated or reduced to an acceptable level	1	1		1
<b>PC13.</b> establish the acceptable critical control limits for each critical control point that should be observable and measurable	1	2		0
<b>PC14.</b> establish the monitoring plan and allot responsibilities to the staff which includes recording observations or measurements to assess whether the CCP is being met on a particular frequency	1	2		1
<b>PC15.</b> take action to bring the process back into control, if monitoring indicates that the critical limits are not being met	0	1		0

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<b>PC16.</b> take corrective actions using various techniques like decision tree if the criteria for CCP is not being met	1	2		1
<b>PC17.</b> establish verification procedures to determine the validity of the HACCP plan	1	2		1
<b>PC18.</b> ensure all hazards are identified and controlled during the process through critical control points and critical control limits	0	1		0
<b>PC19.</b> establish audit plan, procedure, and pre-operational checklists for conducting audits	1	2		1
<b>PC20.</b> establish record keeping and documentation procedures for effective functioning and monitoring of food safety management system	1	1		1
<b>PC21.</b> develop schedule for regular review of food safety management system	0	1		0
<i>Design and develop FSMS</i>	<b>6</b>	<b>10</b>		<b>4</b>
<b>PC22.</b> communicate food safety management system, policies, procedures, and product specifications to employees and ensure display of appropriate signage and access to information	1	2		1
<b>PC23.</b> identify the training needs of manpower and provide appropriate training to assist in the implementation	0	1		0
<b>PC24.</b> ensure the availability of necessary tools including a robust database management system to measure the critical control limits and CCPs	1	1		1
<b>PC25.</b> monitor operational activities such as pre-requisite programs, standard operating procedures, critical control points, traceability, critical limits, consumer complaints and other activities to ensure that the food safety management system is robust	1	2		1
<b>PC26.</b> determine and correct the cause of non-compliance.	1	2		0
<b>PC27.</b> separate product which is non-conforming and initiate appropriate actions including market recall if needed, after approval	1	1		1
<b>PC28.</b> implement other necessary corrective and preventive action to maintain the food safety management system	1	1		0

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<i>Verify and update FSMS</i>	<b>3</b>	<b>4</b>		<b>2</b>
<b>PC29.</b> verify the HACCP plan by reviewing policies, flowcharts, procedures, product specifications, monitoring systems, corrective actions and all supporting documents	1	2		1
<b>PC30.</b> make changes to practices that led to the food safety breach, and document, communicate the changes to the team with implementation plan	1	1		1
<b>PC31.</b> update food safety management systems time to time as per standards and take the approval by concerned authority	1	1		0
<b>NOS Total</b>	<b>30</b>	<b>50</b>		<b>20</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N7601
<b>OS Name</b>	Design, develop and implement Food Safety Management System (FSMS)
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Multi Sectoral
<b>Occupation</b>	Quality Analysis/Assurance
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	
<b>Next Review Date</b>	
<b>NSQC Clearance Date</b>	

## Qualification Pack

### FIC/N7602: Conduct food safety audits and handle customer complaints

#### Description

This unit is about conducting audit and handling customer complaints by reviewing food safety management system involving inspection of processes, parameters, overall hygiene of workplace with relevant documentation.

#### Scope

This unit/task covers the following:

- Plan and prepare for audit
- Conduct audit
- Consolidate and review audit outcomes
- Handle customer complaints

#### Elements and Performance Criteria

##### *Plan and prepare for audit*

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

- PC1. identify audit scope and define the extent of the audit
- PC2. identify evidence required to address audit scope and criteria, and select appropriate collection methods
- PC3. identify activities and responsibilities of the employees during the audit
- PC4. create and communicate an audit plan and take approval from the management
- PC5. prepare and plan resources and relevant requirements for audit and closure of non-conformances identified during audit

##### *Conduct audit*

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

- PC6. communicate information on the audit scope and methodology in an effective and timely manner to all personnel involved in the audit process
- PC7. conduct audit process against the audit plan by verifying the audit checklist to assess compliance with the food safety management system
- PC8. identify, record and address any variation/deviation from procedures and policies
- PC9. collect evidence of conformities and non-conformities against audit checklist, procedures, processes, or deviation from the system
- PC10. cover all the processes and premises during the audit with food safety team members and complete the audit as per shared audit plan

##### *Consolidate and review audit outcomes*

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

- PC11. prepare audit reports to address audit scope requirements and submit to concerned personnel
- PC12. report non-conformities according to food safety system requirements
- PC13. review audit findings to confirm that evidence is sufficient as defined by the approved food safety management system

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- PC14. analyze and assess audit evidence to identify any areas of non-compliance with legislation and/or the food safety management system
- PC15. collect the non-conformances from the auditors with root cause analysis, preventive actions and corrective actions suggested by auditee
- PC16. analyze the details and verify the implementation of corrective and preventive actions
- PC17. monitor the corrective action as set out during non-conformances for few days and ensure proper closure
- PC18. take necessary actions if deviation found
- PC19. review and improve audit programs as and when required
- PC20. document required amendments to the audit report and/or to the HACCP plan

### *Handle customer complaints*

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

- PC21. handle complaints from customers regarding food quality
- PC22. identify root cause of the complaint and promptly take corrective action to avoid reoccurrence in the future
- PC23. carry out product recall, if required
- PC24. implement procedures for dealing with non-compliance according to food safety system
- PC25. report non-compliance to the regulatory authorities as required

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. organizational food quality and safety policy, procedures and processes associated with the food safety management system
- KU2. organization's policies on jewelry use, job descriptions of employees, food safety and associated hazards, integrity, dress code, etc
- KU3. risk and impact of not following defined procedures/work instructions
- KU4. applicable Food Safety and Standards Act'2006 (FSSA) and its regulations
- KU5. complete food safety management system implemented in the premises
- KU6. HACCP, GHP, GMP, PRPs, oPRPs and CCPs
- KU7. compliance with standard operating procedures and food safety regulations published by FSSAI
- KU8. critical limits of possible risks
- KU9. the severity and probability of occurrence of hazards in the processes
- KU10. requirement of relevant documents and records necessary to conduct audits
- KU11. how to plan and conduct audits of different departments against defined checklist
- KU12. how to prepare control documents and formats for audits
- KU13. importance of communication with food safety team members and should be able to understand the team work
- KU14. the concept of root cause analysis (RCA), Corrective actions and preventive actions (CAPA)
- KU15. how to address the non-conformances, root cause analysis identified during the audit
- KU16. protocols of a food safety auditor
- KU17. the necessary tools used by an auditor
- KU18. customer complaint log
- KU19. regulatory requirements of products and organizational standards for products and manufacturing

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KU20. the nature of complaint coming from the customers and log the complaints accurately in customer complaint log

KU21. how to reach at root cause of the occurrence of the customer complaints

KU22. procedure of product recall, mock recall, forward and backward traceability

KU23. reporting procedure of the non-conformances to the relevant authorities

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

GS4. read and interpret information (symbols, dimensions, terminology, dates etc.) given in local language or Hindi

GS5. state information, doubts and concerns about work related matters in local language or Hindi/English

GS6. participate in workplace conversations and meetings and communicate by telephone in local language or Hindi/English

GS7. spot discrepancies or errors and select the most efficient solution

GS8. plan one's daily tasks to achieve maximum productivity

GS9. establish priorities and deadlines in consultation with others and record them

GS10. be punctual and work as per agreed priorities

GS11. manage distractions and maintain workplace discipline

GS12. listen to customer's concerns and doubts carefully and address them

GS13. be courteous

GS14. establish workable solutions for problems in hand in consultation with others and record them

GS15. identify ways to increase productivity and reduce errors

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and prepare for audit</i>	<b>6</b>	<b>8</b>		<b>3</b>
<b>PC1.</b> identify audit scope and define the extent of the audit	1	1		0
<b>PC2.</b> identify evidence required to address audit scope and criteria, and select appropriate collection methods	1	1		1
<b>PC3.</b> identify activities and responsibilities of the employees during the audit	1	1		0
<b>PC4.</b> create and communicate an audit plan and take approval from the management	1	2		1
<b>PC5.</b> prepare and plan resources and relevant requirements for audit and closure of non-conformances identified during audit	2	3		1
<i>Conduct audit</i>	<b>8</b>	<b>12</b>		<b>4</b>
<b>PC6.</b> communicate information on the audit scope and methodology in an effective and timely manner to all personnel involved in the audit process	1	2		1
<b>PC7.</b> conduct audit process against the audit plan by verifying the audit checklist to assess compliance with the food safety management system	2	4		1
<b>PC8.</b> identify, record and address any variation/deviation from procedures and policies	2	2		1
<b>PC9.</b> collect evidence of conformities and non-conformities against audit checklist, procedures, processes, or deviation from the system	2	2		1
<b>PC10.</b> cover all the processes and premises during the audit with food safety team members and complete the audit as per shared audit plan	1	2		0
<i>Consolidate and review audit outcomes</i>	<b>12</b>	<b>21</b>		<b>9</b>
<b>PC11.</b> prepare audit reports to address audit scope requirements and submit to concerned personnel	2	3		1

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<b>PC12.</b> report non-conformities according to food safety system requirements	1	2		1
<b>PC13.</b> review audit findings to confirm that evidence is sufficient as defined by the approved food safety management system	1	2		1
<b>PC14.</b> analyze and assess audit evidence to identify any areas of non-compliance with legislation and/or the food safety management system	2	3		1
<b>PC15.</b> collect the non-conformances from the auditors with root cause analysis, preventive actions and corrective actions suggested by auditee	2	3		1
<b>PC16.</b> analyze the details and verify the implementation of corrective and preventive actions	1	2		1
<b>PC17.</b> monitor the corrective action as set out during non-conformances for few days and ensure proper closure	1	2		1
<b>PC18.</b> take necessary actions if deviation found	0	1		1
<b>PC19.</b> review and improve audit programs as and when required	1	2		1
<b>PC20.</b> document required amendments to the audit report and/or to the HACCP plan	1	1		0
<i>Handle customer complaints</i>	<b>4</b>	<b>9</b>		<b>4</b>
<b>PC21.</b> handle complaints from customers regarding food quality	1	2		1
<b>PC22.</b> identify root cause of the complaint and promptly take corrective action to avoid reoccurrence in the future	1	2		1
<b>PC23.</b> carry out product recall, if required	1	2		1
<b>PC24.</b> implement procedures for dealing with non-compliance according to food safety system	1	2		1
<b>PC25.</b> report non-compliance to the regulatory authorities as required	0	1		0
<b>NOS Total</b>	<b>30</b>	<b>50</b>		<b>20</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N7602
<b>OS Name</b>	Conduct food safety audits and handle customer complaints
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Multi Sectoral
<b>Occupation</b>	Quality Analysis/Assurance
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	
<b>Next Review Date</b>	
<b>NSQC Clearance Date</b>	

## Qualification Pack

### FIC/N9902: Work effectively in an organisation

#### Description

This unit is about working effectively with others.

#### Scope

This unit/task covers the following:

- Communicate effectively
- Work in a team effectively
- Respect diversity

#### Elements and Performance Criteria

##### *Communicate effectively*

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

- PC1. obtain complete information and instructions from designated personnel
- PC2. reciprocate understanding and seek clarifications whenever required
- PC3. provide information accurately and clearly
- PC4. use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive

##### *Work in a team effectively*

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

- PC5. plan tasks to be performed as per priority and need
- PC6. consult with and assist others to maximize effectiveness and efficiency at work
- PC7. escalate problems and grievances beyond own scope to the concerned authority
- PC8. take appropriate action to resolve conflicts at the workplace

##### *Respect diversity*

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

- PC9. maintain a gender-neutral behaviour with everyone at the workplace
- PC10. empathise with People with Disabilities (PWD) and offer help, if required
- PC11. recognize and report incidents of harassment and discrimination to appropriate authority

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### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. organizational quality procedures and processes associated with work
- KU2. standards, policies, and procedures followed in the organization relevant to employment, harassment, discrimination and performance conditions
- KU3. reporting structure, inter-dependent functions, lines, and procedures applicable at the workplace
- KU4. different types of harassment and discrimination based on gender, disability, caste, religion, and culture
- KU5. components of effective communication and its importance
- KU6. importance of teamwork in organizational and individual success
- KU7. importance of ethics and discipline for professional success
- KU8. how to express and address grievances appropriately and effectively
- KU9. importance and ways of managing interpersonal conflict effectively
- KU10. different types of disabilities and the challenges faced by persons with disability (PwD)
- KU11. laws, acts and provisions defined for PwD
- KU12. importance of gender sensitivity and equality
- KU13. legislations, grievance redressal mechanisms, and penalties against harassment in the workplace

### Generic Skills (GS)

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

- GS1. communicate information, doubts and concerns about work related matters in local language or Hindi/English
- GS2. read and interpret information given in local language or Hindi
- GS3. establish priorities and deadlines in consultation with others and record them
- GS4. be punctual
- GS5. listen to others concerns and doubts carefully and address them
- GS6. be courteous

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Communicate effectively</i>	<b>8</b>	<b>13</b>		
To be competent, the user/individual on the job must be able to:				
<b>PC1.</b> obtain complete information and instructions from designated personnel	2	3		
<b>PC2.</b> reciprocate understanding and seek clarifications whenever required	2	3		
<b>PC3.</b> provide information accurately and clearly	2	3		
<b>PC4.</b> use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive	2	4		
<i>Work in a team effectively</i>	<b>8</b>	<b>14</b>		
To be competent, the user/individual on the job must be able to:				
<b>PC5.</b> plan tasks to be performed as per priority and need	2	4		
<b>PC6.</b> consult with and assist others to maximize effectiveness and efficiency at work	2	3		
<b>PC7.</b> escalate problems and grievances beyond own scope to the concerned authority	2	3		
<b>PC8.</b> take appropriate action to resolve conflicts at the workplace	2	4		
<i>Respect diversity</i>	<b>6</b>	<b>12</b>		
To be competent, the user/individual on the job must be able to:				
<b>PC9.</b> maintain a gender-neutral behaviour with everyone at the workplace	2	4		
<b>PC10.</b> empathise with People with Disabilities (PwD) and offer help, if required	2	4		
<b>PC11.</b> recognize and report incidents of harassment and discrimination to appropriate authority	2	4		
<b>NOS Total</b>	<b>22</b>	<b>39</b>		

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N9902
<b>OS Name</b>	Work effectively in an organisation
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	
<b>Next Review Date</b>	
<b>NSQC Clearance Date</b>	

## Qualification Pack

### SGJ/N1702: Optimize resource utilization at workplace

#### Description

This unit is about adopting sustainable practices and optimizing use of resources, especially material, energy and waste, in day-to-day operations at work.

#### Scope

This unit/task covers the following

- Material conservation practices
- Energy/electricity conservation practices
- Effective waste management/recycling practices

#### Elements and Performance Criteria

##### *Material conservation practices*

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

- PC1. identify ways to optimize usage of material including water in various tasks/activities/processes
- PC2. check for spills/leakages in various tasks/activities/processes
- PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify
- PC4. carry out routine cleaning of tools, machines and equipment

##### *Energy/electricity conservation practices*

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

- PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes
- PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment
- PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use

##### *Effective waste management/recycling practices*

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

- PC9. identify recyclable and non-recyclable, and hazardous waste generated
- PC10. segregate waste into different categories
- PC11. dispose non-recyclable waste appropriately
- PC12. deposit recyclable and reusable material at identified location
- PC13. follow processes specified for disposal of hazardous waste

#### Knowledge and Understanding (KU)

Food Industry Capacity and Skill Initiative

## Qualification Pack

The individual on the job needs to know and understand:

- KU1. potential hazards, risks and threats based on the nature of work
- KU2. layout of the workstation and electrical and thermal equipment used
- KU3. organization's procedures for minimizing waste
- KU4. efficient and inefficient utilization of material and water
- KU5. ways of efficiently managing material and water in the process
- KU6. basics of electricity and prevalent energy efficient devices
- KU7. ways to recognize common electrical problems
- KU8. common practices of conserving electricity
- KU9. usage of different colours of dustbins
- KU10. categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU11. waste management and methods of waste disposal
- KU12. common sources of pollution and ways to minimize it

### Generic Skills (GS)

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

- GS1. record data on waste disposal at workplace
- GS2. complete statutory documents relevant to safety and hygiene
- GS3. read Standard Operating Practices (SOP) documents
- GS4. communicate with colleagues on the significance of greening of jobs
- GS5. make timely decisions for efficient utilization of resources
- GS6. complete tasks efficiently and accurately within stipulated time
- GS7. work with supervisors/team members to carry out work related tasks
- GS8. identify cause and effect of greening of jobs

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Material conservation practices</i>	<b>4</b>	<b>8</b>	-	-
PC1. identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
PC2. check for spills/leakages in various tasks/activities/processes	1	2	-	-
PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
PC4. carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	<b>4</b>	<b>8</b>	-	-
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	<b>5</b>	<b>10</b>	-	-
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-
PC12. deposit recyclable and reusable material at identified location	1	2	-	-
PC13. follow processes specified for disposal of hazardous waste	1	2	-	-
<b>NOS Total</b>	<b>13</b>	<b>26</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SGJ/N1702
<b>OS Name</b>	Optimize resource utilization at workplace
<b>Sector</b>	Green Jobs
<b>Sub-Sector</b>	Other Green Jobs
<b>Occupation</b>	Resource Optimization
<b>NSQF Level</b>	3
<b>Credits</b>	
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	
<b>Next Review Date</b>	
<b>NSQC Clearance Date</b>	

## Qualification Pack

### Assessment Guidelines and Assessment Weightage

#### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the 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 the 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 a minimum of 70% of % aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

**Recommended Pass % aggregate for QP: 70**

#### Assessment Weightage

##### Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage (%)
FIC/N7601: Design, develop and implement Food Safety Management System (FSMS)	30	50	-	20	100	35
FIC/N7602: Conduct food safety audits and handle customer complaints	30	50	-	20	100	30
FIC/N9903: Ensure food safety at the workplace	-	-	-	-	100	10
FIC/N9904: Ensure workplace health and safety	-	-	-	-		10
FIC/N9902: Work effectively with colleagues	22	39	-	-	61	10
SGJ/N1702: Optimize resource utilization at workplace	13	26	-	-	39	5
<b>Total</b>	<b>125</b>	<b>235</b>	<b>-</b>	<b>40</b>	<b>400</b>	<b>100</b>

## Qualification Pack

### Acronyms

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
FSSAI	Food Safety and Standards Authority of India
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

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