

## Qualification Pack



# Jewellery Appraiser and Valuer

QP Code: G&J/Q8502

Version: 3.0

NSQF Level: 4

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## Qualification Pack

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### G&J/Q8502: Jewellery Appraiser and Valuer

#### Brief Job Description

The individual assesses the quality of the jewellery product through standard assaying methods, fixes its value and prevents fraudulent sales

#### Personal Attributes

The job requires the person to have: attention to detail; ability to follow procedures; good eye sight; flair for number crunching; ability to analyse the documents and reports related to test observation or readings etc., the person should display integrity in dealing with precious metal jewellery

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [G&J/N8502: Assess quality of jewellery products](#)
2. [G&J/N9902: Maintain health and safety at workplace](#)
3. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Gem & Jewellery
<b>Sub-Sector</b>	Jewellery Retail
<b>Occupation</b>	Appraising and Valuation
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	14
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5220.0102

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<b>Minimum Educational Qualification &amp; Experience</b>	11th Class with NA of experience OR Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma with NA of experience OR Previous relevant Qualification of NSQF Level (level 3, with minimum education as 8th Grade pass, 1 year relevant experience)
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQF Approval Date</b>	17/11/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	2022/GJ/GJSCI/06716
<b>NQR Version</b>	3

## Qualification Pack

### G&J/N8502: Assess quality of jewellery products

#### Description

This OS unit is about assessing the jewellery in terms of the quality of the product and value of the jewellery as well as separating the fake by using tools and destructive and/or non-destructive methods.

#### Scope

The scope covers the following :

- This unit/task covers the following:
- Assessing value of jewellery through non-destructive method
- Assessing value of jewellery through destructive method
- Achieving productivity

#### Elements and Performance Criteria

##### *Assessing value of jewellery through non-destructive method*

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

- PC1.** judge the quality and karatage of product by visual examination
- PC2.** weigh the product accurately considering stone weight, dust, wax, etc.
- PC3.** identify spurious jewellery
- PC4.** estimate the amount of net gold, after deducting gemstones, beads and other non-gold components
- PC5.** ensure accurate valuation of product, resulting in no loss to the company
- PC6.** prepare and submit detailed report to reporting authority

##### *Assessing value of jewellery through destructive method*

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

- PC7.** perform assessment process as per standard laid down procedure
- PC8.** perform the weighing and assaying process as per standards
- PC9.** assess the purity of metal
- PC10.** calculate the value of the jewellery product
- PC11.** prepare and submit report to reporting authority

##### *Achieving productivity*

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

- PC12.** check target number of jewellery products for gold content
- PC13.** send maximum number of pieces for display or dispatch

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisations lineage, history and culture

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- KU2.** companys policies on: personnel management, relevant legislation, standards, policies, and procedures followed in the company
- KU3.** companys policy of old jewellery exchange
- KU4.** companys policy on jewellery assessment and testing
- KU5.** companys policy on using methods of jewellery product assessment
- KU6.** documentation and reporting practices followed in the organisation
- KU7.** non-disclosure of confidential information provided by the company either orally or in writing marked as confidential
- KU8.** liability arising out of loss, theft or inadvertent disclosure of confidential information
- KU9.** basic knowledge of the jewellery value chain from mining to consumption
- KU10.** basics on precious metal jewellery such as gold, platinum, silver along with their characteristics and differences
- KU11.** jewellery related terminologies used in the industry
- KU12.** 4cs i.e. carat,cut,color, andclarity for gemstones or diamonds
- KU13.** different methods of assessing purity of metal
- KU14.** destructive and non -destructive method of jewellery assessment
- KU15.** use of assessment tools such as touchstone,x -ray fluorescence machine, furnace, etc.
- KU16.** use of appropriate chemicals for testing and handling of chemicals
- KU17.** process parameters during assaying or destructive method of assessment
- KU18.** different stones used in jewellery, their weight and characteristics
- KU19.** wax used for stone setting and their weight
- KU20.** weighing jewellery (net and gross weight) taking into account stones, dust, wax, etc.

## Generic Skills (GS)

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

- GS1.** record the stock details of jewellery
- GS2.** record weight and assessment results in each process
- GS3.** prepare reports of appraisal
- GS4.** read english and other languages
- GS5.** read standard operating procedures and company manuals
- GS6.** interact with colleagues
- GS7.** interact with vendors for supply of chemicals and other materials required for assessment
- GS8.** inform about gold content and purity of product accurately
- GS9.** decide on purity of gold content versus other metals
- GS10.** select appropriate method for assessment of jewellery
- GS11.** plan the jewellery testing and appraisal process based on standard operating procedure of the company
- GS12.** maintain confidentiality of information supplied to or received from a client
- GS13.** avoid bias and prejudice in formulating and submitting opinions on quality and value
- GS14.** resolve the issues faced in testing for appraisal of jewellery

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- GS15.** anticipate issues that are not readily apparent during visual inspection
- GS16.** apply, analyze and evaluate the information gathered from observation, experience, reasoning or communication, as a guide to thought and action

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assessing value of jewellery through non-destructive method</i>	<b>8</b>	<b>27</b>	-	-
<b>PC1.</b> judge the quality and karatage of product by visual examination	1	8	-	-
<b>PC2.</b> weigh the product accurately considering stone weight, dust, wax, etc.	1	4	-	-
<b>PC3.</b> identify spurious jewellery	1	4	-	-
<b>PC4.</b> estimate the amount of net gold, after deducting gemstones, beads and other non-gold components	2	7	-	-
<b>PC5.</b> ensure accurate valuation of product, resulting in no loss to the company	2	3	-	-
<b>PC6.</b> prepare and submit detailed report to reporting authority	1	1	-	-
<i>Assessing value of jewellery through destructive method</i>	<b>4</b>	<b>17</b>	-	-
<b>PC7.</b> perform assessment process as per standard laid down procedure	1	4	-	-
<b>PC8.</b> perform the weighing and assaying process as per standards	-	5	-	-
<b>PC9.</b> assess the purity of metal	1	4	-	-
<b>PC10.</b> calculate the value of the jewellery product	1	3	-	-
<b>PC11.</b> prepare and submit report to reporting authority	1	1	-	-
<i>Achieving productivity</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> check target number of jewellery products for gold content	1	1	-	-
<b>PC13.</b> send maximum number of pieces for display or dispatch	1	1	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>NOS Total</b>	<b>14</b>	<b>46</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	G&J/N8502
<b>NOS Name</b>	Assess quality of jewellery products
<b>Sector</b>	Gem & Jewellery
<b>Sub-Sector</b>	Jewellery Retail
<b>Occupation</b>	Appraising and Valuation
<b>NSQF Level</b>	4
<b>Credits</b>	11
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQF Clearance Date</b>	17/11/2022

## Qualification Pack

### G&J/N9902: Maintain health and safety at workplace

#### Description

This OS unit is about being aware of, communicating and taking steps towards minimizing potential hazards and dangers of accidents on the job and maintaining health and safety at workplace.

#### Scope

The scope covers the following :

- This unit/task covers the following:
- Health and safety in work area
- Fire safety
- Emergencies, rescue and first aid procedures

#### Elements and Performance Criteria

##### *Health and safety in work area*

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

- PC1.** identify and use appropriate protective clothing/equipment for specific tasks and work
- PC2.** identify hazardous job activities in his/her job and communicate the possible causes of risks or accidents in the workplace
- PC3.** carry out safe working practices while dealing with hazards to ensure safety of self and others
- PC4.** identify and avoid doing any tasks or activities in a wrong posture
- PC5.** practice appropriate working postures to minimise occupational health related issues

##### *Fire safety*

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

- PC6.** use the appropriate fire extinguishers on different types of fire
- PC7.** demonstrate rescue techniques applied during fire hazard
- PC8.** demonstrate good housekeeping in order to prevent fire hazards
- PC9.** demonstrate the correct use of any fire extinguisher

##### *Emergencies, rescue and first aid procedures*

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

- PC10.** administer appropriate first aid procedure to victims wherever required eg.in case of bleeding, burns, choking, electric shock etc.
- PC11.** respond promptly and appropriately to an accident or medical emergency
- PC12.** participate in emergency procedures such as raising alarm, safe evacuation, correct means of escape, correct assembly point etc.,

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** companys policies on: safety and hazards and personnel management
- KU2.** names and location of documents that refer to health and safety in work place
- KU3.** reporting structure
- KU4.** meaning of hazards and risks
- KU5.** health and safety hazards commonly present in the work place and related precautions
- KU6.** various dangers associated with use of electrical equipment
- KU7.** preventative and remedial actions to be taken in case of exposure to toxic material
- KU8.** methods of accident prevention
- KU9.** how different chemicals react and the related hazards
- KU10.** how to use machines and tools without causing any accident
- KU11.** importance of using protective clothing/ equipment while working
- KU12.** precautionary activities to prevent the fire accident
- KU13.** various causes of fire
- KU14.** techniques of using different fire extinguishers
- KU15.** different materials used for extinguishing fire
- KU16.** rescue techniques applied during a fire hazard
- KU17.** various types of safety signs and their meaning
- KU18.** appropriate basic first aid treatment relevant to different condition e.g. bleeding, minor burns, eye injuries etc.,
- KU19.** casualty lifting in case of an accident caused to a person

## Generic Skills (GS)

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

- GS1.** read and comprehend basic content to read labels, charts, signages
- GS2.** read and comprehend basic english to read manuals of operations
- GS3.** communicate effectively the risk of not following safety measures
- GS4.** respond to emergencies/accidents, by taking an appropriate and timely decision
- GS5.** organize work schedule, work area, tools, equipment and material to minimize health and safety risk
- GS6.** ensure appropriate action in case of any emergencies, accidents or fire at the work location
- GS7.** analyze untoward incidents from the past and implement correct use of machines, tools or hazardous chemicals
- GS8.** critically analyze the processes carried out by self and colleagues in the department to spot potential hazards and safety issues

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Health and safety in work area</i>	<b>1</b>	<b>7</b>	-	-
<b>PC1.</b> identify and use appropriate protective clothing/equipment for specific tasks and work	-	2	-	-
<b>PC2.</b> identify hazardous job activities in his/her job and communicate the possible causes of risks or accidents in the workplace	-	1	-	-
<b>PC3.</b> carry out safe working practices while dealing with hazards to ensure safety of self and others	-	1	-	-
<b>PC4.</b> identify and avoid doing any tasks or activities in a wrong posture	-	2	-	-
<b>PC5.</b> practice appropriate working postures to minimise occupational health related issues	1	1	-	-
<i>Fire safety</i>	-	<b>6</b>	-	-
<b>PC6.</b> use the appropriate fire extinguishers on different types of fire	-	1	-	-
<b>PC7.</b> demonstrate rescue techniques applied during fire hazard	-	2	-	-
<b>PC8.</b> demonstrate good housekeeping in order to prevent fire hazards	-	1	-	-
<b>PC9.</b> demonstrate the correct use of any fire extinguisher	-	2	-	-
<i>Emergencies, rescue and first aid procedures</i>	<b>2</b>	<b>4</b>	-	-
<b>PC10.</b> administer appropriate first aid procedure to victims wherever required eg.in case of bleeding, burns, choking, electric shock etc.	-	1	-	-
<b>PC11.</b> respond promptly and appropriately to an accident or medical emergency	1	2	-	-
<b>PC12.</b> participate in emergency procedures such as raising alarm, safe evacuation, correct means of escape, correct assembly point etc.,	1	1	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>NOS Total</b>	<b>3</b>	<b>17</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	G&J/N9902
<b>NOS Name</b>	Maintain health and safety at workplace
<b>Sector</b>	Gem & Jewellery
<b>Sub-Sector</b>	Jewellery Retail, Cast and diamonds-set jewellery
<b>Occupation</b>	Generic
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	4.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQF Clearance Date</b>	31/08/2023

## 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

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- 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

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### Assessment Criteria

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

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

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

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/11/2023
<b>Next Review Date</b>	29/11/2026
<b>NSQC Clearance Date</b>	30/11/2023

## 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 : 50**

(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
G&J/N8502.Assess quality of jewellery products	14	46	0	0	60	80
G&J/N9902.Maintain health and safety at workplace	3	17	-	-	20	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	10
<b>Total</b>	<b>37</b>	<b>93</b>	<b>0</b>	<b>0</b>	<b>130</b>	<b>100</b>



## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## 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 which together specify the technical, generic, professional and organisational specific knowledge that an individual needs 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.