## CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

**Name and address of submitting body:**

Electronics Sector Skills Council of India(ESSCI)

Head Office: 155, 2nd Floor, ESC House

Okhla Industrial Area - Phase 3, New Delhi – 110020

Tel: +91 -84477-38-501

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

**Name:** Dr. Abhilasha Gaur

**Position in the organisation:** COO

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

**Tel number(s):**

**E-mail address:** ceo@essc-india.org

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

1. Model Curriculum

**Model Curriculum to be added which will include the following:**

- **Indicative list of tools/equipment to conduct the training**
- **Trainers qualification**
- **Lesson Plan**
- **Distribution of training duration into theory/practical/OJT component**

**SUMMARY**

| | |
|---|---|
| **1** | **Qualification Title**: Wiring Harness Assembly Operator |
| **2** | **Qualification Code, if any:** ELE/Q6306 |
| **3** | **NCO code and occupation:** NCO-2015/7419.0300 and Production - EMS |
| **4** | **Nature and purpose of the qualification (Please specify whether qualification is short term or long term):**<br>Responsible to make a wire harness assembly and testing thecomponents of the assembly. |
| **5** | **Body/bodies which will award the qualification:** Electronics Sector Skills Council of India |
| **6** | **Body which will accredit providers to offer courses leading to the qualification:** Electronics Sector Skills Council of India |
| **7** | **Whether accreditation/affiliation norms are already in place ornot , if applicable (if yes, attach a copy) :** Yes |
| **8** | **Occupation(s) to which the qualification gives access:**<br>Production-EMS |
| **9** | **Job description of the occupation**:<br>The Wiring Harness Assembly Operator is responsible for making a wire harness assembly by cutting, stripping and crimping wires and then soldering, connecting, taping and labeling them on a laying boardas per the design specifications. This is followed by testing the components of the assembly. |
| **10** | **Licensing requirements:** N/A |
| **11** | **Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided):** N/A |
| **12** | **Level of the qualification in the NSQF:** Level 3 |
| **13** | **Anticipated volume of training/learning required to complete the qualification:** 390 Hours (Theory:150, Practical:150, OJT:90) |
| **14** | **Indicative list of training tools required to deliver this qualification:**<br>Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher, firstaid kit, fire extinguishers and warning signs.<br>Wires, pliers, crimping machines, measuring instruments, electronic components, electronic device under test; wires, soldering gun, soldering metal, clamps, fitting stud, laying board, diagrams, wires, terminals, job sheets, report formats.<br>Sample of escalation matrix, organization structure |
| **15** | **Entry requirements and/or recommendations and minimum age:** |

| | | | | | |
|---|---|---|---|---|---|
| | 10th Grade Pass<br>OR<br>8th Grade Pass + NTC (2 years after 8th)<br>OR<br>8th Grade Pass + 2 years relevant experience<br>and<br>18 Years | | | | |
| **16** | **Progression from the qualification (Please show Professional and academic progression):** Assistant Supervisor - Production | | | | |
| **17** | **Arrangements for the Recognition of Prior learning (RPL):**<br>RPL will be based on the same approved Qualification Pack andAssessment Criteria mentioned in the Qualification Pack by Electronics Sector Skills Council of India (ESSCI) | | | | |
| **18** | **International comparability where known (research evidence tobe provided) :**<br>Yet to establish | | | | |
| **19** | **Date of planned review of the qualification:** 27/01/2027 | | | | |
| **20** | **Credits Assigned to this Qualification, Subject to Assessment** *(as per National Credit Framework (NCrF))*: 13 | | | | |
| **21** | **Formal structure of the qualification**<br>**Mandatory components** | | | | |
| | **Title of component and identification code/NOSs/Learning outcomes** | **Estimated size (learning hours)** | | | **Level** |
| | | **Theory** | **Practical** | **OJT** | |
| **(i)** | Bridge Module (Roles and Responsibilities of a Wiring Harness Assembly Operator) | 10 | 20 | 00 | 3 |
| **(ii)** | Perform Pre-assembly Operations (ELE/N6306) | 40 | 50 | 30 | 3 |
| **(iii)** | Assemble the components of wire harness (ELE/N6307) | 40 | 50 | 60 | 3 |
| **(iv)** | Communicate and coordinate effectively withothers (ELE/N9972) | 15 | 15 | 00 | 3 |
| **(v)** | Work effectively, sustainably and safely (ELE/N1003) | 15 | 15 | 00 | 3 |
| **(vi)** | Employability Skills (30 Hours) (DGT/VSQ/N0101) | 30 | 00 | 00 | 3 |
| **Sub - Total** | | **150** | **150** | **90** | |
| **Total** | | **390** | | | |

## SECTION 1
## ASSESSMENT

| | |
|---|---|
| **22** | **Body/Bodies which will carry out assessment:**<br>Electronics Sector Skills Council of India |
| **23** | **How will RPL assessment be managed and who will carry it out?**<br>Give details of how RPL assessment for the qualification will be carried out and quality assured.<br><br>The RPL assessment will be carried out through pre assessment, identifying the skills gaps, provide bridge training to cover the competency gap and then conduct final assessment of the candidates. |
| **24** | **Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.**<br>Assessment is done through third parties who are affiliated to ESSCI as Assessment Body. Assessors are trained & certified by ESSCI through Training of Assessors program. The assessment involves two processes. The first process is gathering the evidence of the competency of individuals. The second part of the assessment process is the judgement as to whether a person is competent or not. The assessment plan contains the following information:<br>• What will be assessed, i.e. the competency based on each NOS<br>• How assessment will occur i.e. methods of assessment<br>• When the assessment will occur<br>• Where the assessment will take place i.e. context of the assessment (workplace/simulation)<br>• The criteria for decision making i.e. those aspects that will guide judgements and<br>Where appropriate, any supplementary criteria used to make a judgement on the level of performance.<br>The assessment is conducted through theory, viva voce and practical. |

Please attach most relevant and recent documents giving further information about assessment and/or RPL.
Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

## ASSESSMENT EVIDENCE

**Complete a grid for each component as listed in "Formal structure of the qualification" in the Summary.**

*NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.*

**25. Assessment evidences**

**Title of Component:** Wiring Harness Assembly Operator

## CRITERIA FOR ASSESSMENT OF TRAINEES

**Job Role** Wiring Harness Assembly Operator

**Qualification Pack** ELE/Q6306

**Sector Skill Council** Electronics Sector Skills Council of India

**Guidelines for Assessment**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. 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 centre (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 50% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| **ELE/N6306: Perform pre-assembly operations** | | | | |
| *Analyse work requirements* | **9** | **9** | **-** | **3** |
| **PC1.** collect the work requirements and special instructions for pre-assembly of the first piece from supervisor | - | - | - | - |
| **PC2.** analyse the process flow of wire harness pre-assembly | - | - | - | - |
| **PC3.** identify the material handling guidelines/specifications and scope of work | - | - | - | - |

| | | | | |
|---|---|---|---|---|
| *Perform cutting and crimping of wires* | **16** | **16** | **-** | **8** |
| **PC4.** interpret the cutting chart, strip length chart and splice chart to understand the assembly requirements | - | - | - | - |
| **PC5.** seek approval from Quality Assurance (QA)team to begin assembly of components | - | - | - | - |
| **PC6.** cut and strip the wires to bundle them properly as per the required size for assembly | - | - | - | - |
| **PC7.** perform crimping of wires to terminals/other wires using the respective machine, while considering the crimp height and pull force | - | - | - | - |
| **PC8.** inspect the crimped wires visually to ensure they are defect-free | - | - | - | - |
| **PC9.** use calibrated measuring instruments to determine the total length of wires, verify the strip length and measure crimp height | - | - | - | - |
| **PC10.** carry out in-process inspection at each stage of assembly as per the control plan to identify any anomalies in the components before assembly | - | - | - | - |
| **PC11.** store the product of each process, such as cut and crimped wires, in a safe andsecured manner, ready for assembly | - | - | - | - |
| *Achieve quality and productivity* | **15** | **20** | **-** | **4** |
| **PC12.** achieve maximum efficiency in optimal time with minimum damage and zero defects ateach stage | - | - | - | - |
| **PC13.** comply with all product safety measures and standards | - | - | - | - |
| **PC14.** work with the quality assurance team to ensure quality standards are met for each component of the assembly | - | - | - | - |
| **PC15.** conform to statutory requirements on environment protection and resource conservation | - | - | - | - |
| **NOS Total** | **40** | **45** | **-** | **15** |

**ELE/N6307: Assemble the components of wire harness**

| | | | | |
|---|---|---|---|---|
| *Assemble the wire harness* | **27** | **25** | **-** | **8** |
| **PC1.** connect the ready wires as per the laying board and diagram | 3 | 3 | - | 1 |
| **PC2.** Route leads and subassemblies as per diagram on the laying board | 3 | 3 | - | 1 |
| **PC3.** identify the appropriate type of taping to be used for the wires as per the laying board, such as full taping, spiral, spot, sleeving, cable tie, or end taping and use the tape of approved material, such as PVC or cloth, and size as specified | 3 | 3 | - | 1 |
| **PC4.** insert taped wires into corrugated tubes/heat shrink/sleeving for protection, including vinyl tube (VTB) of proper ID and length as per laying board | 3 | 3 | - | 1 |
| **PC5.** check that the terminals are properly locked in the housing | 4 | 3 | - | 1 |
| **PC6.** label the wires and connections clearly such that they are visible on the wiring harness | 4 | 3 | - | 1 |
| **PC7.** use stud mountable clamps at specified positions in the assembly | 3 | 3 | - | 1 |
| **PC8.** finalize the assembly and check for connections and proper lock on wires | 4 | 4 | - | 1 |
| *Test the components of wire harness assembly* | **18** | **17** | **-** | **5** |
| **PC9.** use appropriate PPE, such as/ESD bands and glasses, before testing the wire harness assembly | 3 | 3 | - | 1 |
| **PC10.** visually inspect the assembly as per checklist and correct any defects/anomalies | 3 | 4 | - | 1 |
| **PC11.** perform tests as per the check list, including tests for broken wires, shorts, crimping, soldering, damaged insulation, wiring continuity etc. using proper testing equipment | 4 | 4 | - | 1 |
| **PC12.** maintain testing records with details About the defects, if found, and corrective actiontaken | 4 | 3 | - | 1 |
| **PC13.** report the test results to the supervisor after completing all tests | 4 | 3 | - | 1 |
| **NOS Total** | **45** | **42** | **-** | **13** |

| ELE/N9972: Communicate and coordinate effectively with others | | | | |
|---|---|---|---|---|
| *Communicate effectively with supervisor and colleagues* | **27** | **51** | - | - |
| **PC1.** communicate potential hazards of a particular location | 4 | 7 | - | - |
| **PC2.** comply with organisation's policies and procedures for working with colleagues | 4 | 7 | - | - |
| **PC3.** maintain personal hygiene and professional appearance | 4 | 7 | - | - |
| **PC4.** seek clarification on the Information provided by supervisor, ifneeded | 4 | 8 | - | - |
| **PC5.** respect the personal and professional space of colleagues and superiors | 3 | 8 | - | - |
| **PC6.** report work completed as per the schedule to superior and inform of any deviations or anomalies | 4 | 7 | - | - |
| **PC7.** analyse and act on feedback received from supervisor | 4 | 7 | - | - |
| *Respect gender and ability differences* | **8** | **14** | - | - |
| **PC8.** work depicting proper behaviour towards all genders and people with disability | 4 | 7 | - | - |
| **PC9.** identify acts of discrimination and sexual harassment and report to concernedauthorities | 4 | 7 | - | - |
| **NOS Total** | **35** | **65** | - | - |

| ELE/N1003: Work effectively, sustainably and safely | | | | |
|---|---|---|---|---|
| *Achieve optimum productivity and quality* | **12** | **18** | - | - |
| **PC1.** keep immediate work area clean and tidy | 2 | 4 | - | - |
| **PC2.** work effectively to meet daily target | 2 | 4 | - | - |
| **PC3.** deliver work of expected quality despite constraints | 2 | 3 | - | - |
| **PC4.** ensure timely completion of tasks | 3 | 4 | - | - |

| | | | | |
|---|---|---|---|---|
| **PC5.** comply with organization's policies and procedures | 3 | 3 | - | - |
| *Implement health and safety procedures* | **9** | **14** | - | - |
| **PC6.** take ESD precautions while doing work | 2 | 4 | - | - |
| **PC7.** avoid any damage in components due to negligence in ESD procedures | 2 | 3 | - | - |
| **PC8.** participate in fire drills or any other safety workshops organised by the organisation | 2 | 3 | - | - |
| **PC9.** use appropriate Personal Protective Equipment (PPE) as advised by the organisation | 3 | 4 | - | - |
| *Organise waste management and recycling* | **8** | **12** | - | - |
| **PC10.** identify and segregate recyclable/non-recyclable and hazardous wastes | 3 | 4 | - | - |
| **PC11.** dispose waste as per the suggested procedures by the organization | 2 | 4 | - | - |
| **PC12.** participate in waste management and waste disposal workshops organised at workplace | 3 | 4 | - | - |
| *Conserve resources* | **11** | **16** | - | - |
| **PC13.** use all resources judiciously | 2 | 4 | - | - |
| **PC14.** perform routine cleaning of tools, machines and equipment | 3 | 4 | - | - |
| **PC15.** report malfunctioning of machines and equipment | 3 | 4 | - | - |
| **PC16.** connect electrical equipment and appliances properly when in use and turn off when not in use | 3 | 4 | - | - |
| **NOS Total** | **40** | **60** | - | - |

| **DGT/VSQ/N0101: Employability Skills (30 Hours)** | | | | |
|---|---|---|---|---|
| *Introduction to Employability Skills* | 1 | 1 | - | - |
| **PC1.** understand the significance of employability skills in meeting the job requirements | - | - | - | - |
| *Constitutional values - Citizenship* | 1 | 1 | - | - |

| | | | | |
|---|---|---|---|---|
| **PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices | - | - | - | - |
| *Becoming a Professional in the 21st Century* | 1 | 3 | - | - |
| **PC3.**explain 21st Century Skills such as Self Awareness, Behaviour Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc. | - | - | - | - |
| *Basic English Skills* | 2 | 3 | - | - |
| **PC4.** speak with others using some basic English phrases or sentences | - | - | - | - |
| *Communication Skills* | 1 | 1 | - | - |
| **PC5.** follow good manners while communicating with others | - | - | - | - |
| **PC6.** work with others in a team | - | - | - | - |
| *Diversity & Inclusion* | 1 | 1 | - | - |
| **PC7.** communicate and behave appropriately with all genders and PwD | - | - | - | - |
| **PC8.** report any issues related to sexual harassment | - | - | - | - |
| *Financial & Legal Literacy* | 3 | 4 | - | - |
| **PC9.** use various financial products and services safely and securely | - | - | - | - |
| **PC10.** calculate income, expenses, savings etc. | - | - | - | - |
| **PC11.** approach the concerned authorities for any exploitation as per legal rights and laws | - | - | - | - |
| *Essential Digital Skills* | 4 | 6 | - | - |
| **PC12.** operate digital devices and use its features and applications securely and safely | - | - | - | - |

| | | | | |
|---|---|---|---|---|
| **PC13.** use internet and social media platforms securely and safely | - | - | - | - |
| *Entrepreneurship* | 3 | 5 | - | - |
| **PC14.** identify and assess opportunities for potential business | - | - | - | - |
| **PC15.** identify sources for arranging money and associated financial and legal challenges | - | - | - | - |
| *Customer Service* | 2 | 2 | - | - |
| **PC16.** identify different types of customers | - | - | - | - |
| **PC17.** identify customer needs and address them appropriately | - | - | - | - |
| **PC18.** follow appropriate hygiene and grooming standards | - | - | - | - |
| *Getting ready for apprenticeship & jobs* | 1 | 3 | - | - |
| **PC19.** create a basic biodata | - | - | - | - |
| **PC20.** search for suitable jobs and apply | - | - | - | - |
| **PC21.** identify and register apprenticeship opportunities as per requirement | - | - | - | - |
| NOS Total | 20 | 30 | - | - |

| **Outcomes to be assessed/NOSs to be assessed** | **Assessment criteria for the outcome** |
|---|---|
| Provided in the above section | |
| | |
| | |

**Means of assessment 1**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below.)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on these criteria.

**Means of assessment 2**

Add boxes as required.

**Pass/Fail**

1. To pass the Qualification Pack, every trainee should score a minimum of 50% in every NOS.
2. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

## SECTION 2

### 25. EVIDENCE OF LEVEL

| **Title/Name of qualification/component: Wiring Harness Assembly Operator** | | | **Level: 3** |
|---|---|---|---|
| **NSQF Domain** | **Key requirements of the job role** | **How the job role relates to the NSQF level descriptors** | **NSQF Level** |
| Process | **Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.**<br>• Perform the assembling processes.<br>• Perform testing of components of the assembly.<br>• Follow all guidelines and instructions.<br>• Adhere to industry work practices to achieve productivity and quality standards.<br>• Check the working of the appliances. | A Wiring Harness Assembly Operator is responsible for making a wire harness assembly and testing the components as per instructions and standard operating procedures | 3 |
| Professional knowledge | **Factual and theoretical knowledge in broad contexts within a field of work or study.**<br>• Knowledge of assembly requirements, assembly process, working of various components. | A Wiring Harness Assembly Operator should know the assembling process, their working and the guidelines to achieve productivity and quality standards. Also able to test the components of the assembly. | 3 |

| **Title/Name of qualification/component: Wiring Harness Assembly Operator** | | | **Level: 3** |
|---|---|---|---|
| **NSQF Domain** | **Key requirements of the job role** | **How the job role relates to the NSQF level descriptors** | **NSQF Level** |
| | • Know the instructions and guidelines to achieve productivity and quality standards | Hence Level 3 | |
| Professional skill | **A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.**<br>• Communicate with customer, team and supervisor to understand the work requirement<br>• Identify the errors in orders<br>• Maintain inventory<br>• Complete the documentation of maintenance and service records | A Wiring Harness Assembly Operator should be able to use basic tools in correct way to assemble and test the components. He/she works after getting work requirements from supervisor or other team members.<br>Hence Level 3 | 3 |
| Core skill | • Assembly procedures<br>• Working and testing of various components<br>• Guidelines and instructions for repairing | A Wiring Harness Assembly Operator needs to know the assembling procedures, working of various components and testing the same. The technician should keep the workplace clean and managed<br>Hence Level 3 | 3 |

| **Title/Name of qualification/component: Wiring Harness Assembly Operator** | | | **Level: 3** |
|---|---|---|---|
| **NSQF Domain** | **Key requirements of the job role** | **How the job role relates to the NSQF level descriptors** | **NSQF Level** |
| Responsibility | Responsibility of completing the work assigned and reporting the same as per standards.<br>• Understand the job role and follow the organisational policy<br>• Record and report about the work status<br>• Follow safety regulations at work place<br>• Work along with colleagues and supervisors | A Wiring Harness Assembly Operator should record the issues and report about the same to supervisor and also update the status of the work as per organisations policy.<br>Hence Level 3 | 3 |

## SECTION 3
## EVIDENCE OF NEED

**26** **What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?**

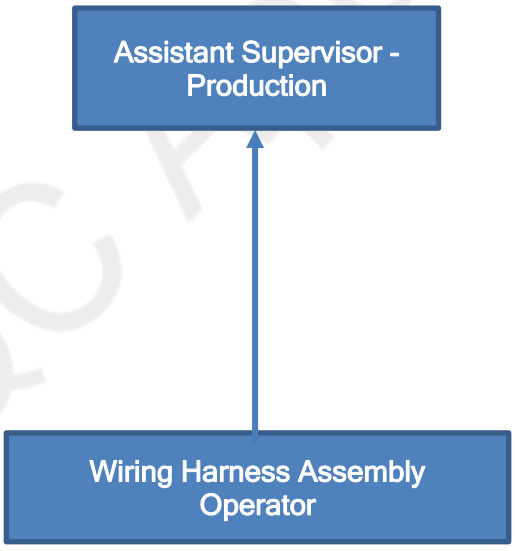
| Basis | In case of SSC | In case of other Awarding Bodies (Institutes under Central Ministries and states departments) |
|---|---|---|
| **Need of the qualification**<br>The Indian electronics industry is one of the largest and fastest-growing industries in the world.<br><br>The market growth of consumer electronics is expected to be at a CAGR of 6.5% over the forecast period (2017-24)<br><br>Global consumer electronics market was valued at $66,543 million in 2015, and is expected to reach $93,069 million by 2022, growing at a CAGR of 5.1% from 2016 to 2022. | The SSC would undertake market study and would enclosed demand forecast for the proposed job role both on short-term and long-term basis to substantiate the requirement of the Qualification proposed. The SSC can produce the data from primary or authorized secondary sources as well. | The Submitting Body would produce any reputable and reliable research reports, such as labour market information reports; occupational mapping or similar research carried out by Ministry/State/Any other authentic source forecasting the demand for the proposed qualification |
| Industry Relevance<br>We are in the process of taking industry validation. | The SSC would undertake validation of the job roles with actual end-user industry where such employment are | The Submitting Body would submit the list of industry participation while preparation of the curriculum/ course |

| | | | |
|---|---|---|---|
| | | going to be generated and absorbed instead of generic validation of industry. The SSC would submit the endorsements from users/intended users of the qualification clearly supporting or otherwise the need for trained people against specific job role.(*The industry validation format to be used*) | content of the qualifications. These could include minutes of the meeting/ reports of these consultations |
| | Usage of the qualification:<br>This Qualification Pack will be used across consumer electronics industry which is organised as well as unorganised | The SSC would submit details of the employment generated (wherever applicable) and realised by virtue of training in the Qualifications of the sector earlier submitted for NSQF alignment.<br><br>In case of unorganized sector, case studies or evidences may be given | The submitting body would submit the details of trained and placed data in the proposed qualification (if an existing qualification is being proposed for NSQF alignment)<br>Information about the success of the qualification should be given (e.g. uptake figures, examples of use in recruitment and placement rates (if known) should be given. However, many of the bodies that do not have placement tracking mechanism established in place would provide necessary endorsements by the state/ ministry stating that a tracking mechanism would be institutionalized and placement records shall be provided annually or later, |

| | | | |
|---|---|---|---|
| | | | depending on length of qualification. |
| | Estimated uptake<br><br>The Indian consumer electronics market is driven by rapid growth of the automobile industry owing to various technologically advanced features implemented in vehicles. | The SSC would submit the estimated uptake of the qualification and What steps were carried out to test the likely uptake of the qualification? The basis of this estimate should include data about the number of jobs or places in courses of learning which will be available to people who are awarded the qualification. | The Submitting Body should submit the estimated uptake by reflecting the number of the takers for this qualification for at least two years from submission of the qualification |

| | |
|---|---|
| **27** | **Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences**<br><br>N/A |
| **28** | **What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification**<br><br>This is the first time that this Qualification is being made. The national qualification register as well as the Qualification Packs with NSDC have been checked. |
| **29** | **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here**<br>• Agencies have been appointed by the SSC to interact with training providers to gather feedback in implementation.<br>• Monitoring of results of assessments<br>• Employer feedback will be sought post-placement<br>• A formal review is scheduled in a year |

## SECTION 4
## EVIDENCE OF PROGRESSION

| | |
|---|---|
| **30** | **What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**<br>***Show the career map here to reflect the clear progression***<br>1. Discussing the growth trajectory within each occupation after studying organisational charts of various industry players across small, medium and large scale organizations.<br>2. Exploring various lateral career opportunities for the discussed qualification<br>3. Ensuring that there is a clear role up in terms of performance criteria qualification experience and skill requirement from lower NSQF Level to higher levels in the hierarchy.<br>  |