

# NSQF QUALIFICATION FILE GUIDANCE

## CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

### Name and address of submitting body:

Agriculture Skill Council of India (ASCI)  
6th floor, GNG building, Plot no-10, Sector-44,  
Gurugram, Haryana-122004

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

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**Position in the organisation:** Manager

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

1. Qualifications Pack of Interior Landscaper
2. Career Map of Interior Landscaper
3. List of QP/NOS Validating companies

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## SUMMARY

<b>Qualification Title</b>	Interior Landscaper
<b>Qualification Code</b>	( AGR/Q0806)
<b>Nature and purpose of the qualification</b>	Nature of the qualification - a Qualification Pack (QP) The main purpose of the qualification - to train the incumbent for growing and maintaining plants and other features in interior spaces.
<b>Body/bodies which will award the qualification</b>	Agriculture Skill Council of India (ASCI)
<b>Body which will accredit providers to offer courses leading to the qualification</b>	Agriculture Skill Council of India (ASCI)
<b>Body/bodies which will carry out assessment of learners</b>	Agriculture Skill Council of India (ASCI)
<b>Occupation(s) to which the qualification gives access</b>	Interior Landscaper
<b>Licensing requirements</b>	N/A
<b>Level of the qualification in the NSQF</b>	Level 4
<b>Anticipated volume of training/learning required to complete the qualification</b>	200 hours

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<b>Entry requirements and/or recommendations</b>	Class 10 preferably  Preferably 0 -1 year experience in a related field
<b>Progression from the qualification</b>	Landscape Supervisor (Level 5)
<b>Planned arrangements for the Recognition of Prior learning (RPL)</b>	RPL assessment will be as per normal ASCI assessment process. (ASCI recognizes that there may be candidates who have prior learning experience in the Agriculture Sector and are desirous of being certified. Such candidates can apply to ASCI for testing and certification of their skills. Training Partners will be responsible for identifying and counselling candidates for RPL through mobilization camps and advertisements. The details of the RPL process have been defined by ASCI under the document- Guidelines for Recognition of Prior Learning under PMKVY)
<b>International comparability where known</b>	N/A
<b>Date of planned review of the qualification.</b>	31/10/2019

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Formal structure of the qualification				
Title of component and identification code.	Mandatory / Optional	Estimated size (learning hours: Theory)	Estimated size (learning hours: Practical)	Level
Introduction: Bridge Module	Mandatory	5	0	4
AGR/N0817 Design interior garden	Mandatory	20	45	4
AGR/N0818 Grow and maintain plants	Mandatory	20	55	4
AGR/N0819 Use and maintain the gardening tools, containers and other equipment	Mandatory	15	20	4
AGR/N9903 Maintain health and safety at the workplace	Mandatory	5	15	4

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum Document or a Qualification Pack.

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Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

Give details of the document here:

1. Qualification Pack of Interior Landscaper- Annexure 1

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## SECTION 1 ASSESSMENT

### **Body/Bodies which will carry out assessment:**

ASCI affiliated assessment bodies.

1. Aspiring Minds Pvt Ltd
2. Anant Learning & Development Pvt Ltd
3. Assess People Services India Pvt Ltd
4. Trendsetters Skill Assessors Pvt Ltd
5. Mettl
6. Manipal City & Guilds
7. SP Institute of Workforce Development
8. Multi Skill Assessor Guild

More Assessment Agencies are being empanelled to cover wider geographical area

### **How will RPL assessment be managed and who will carry it out?**

RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack and will be carried out as per normal ASCI assessment process. The Training Partner or any other authority as prescribed by the Steering Committee will identify and counsel candidates eligible for RPL through mobilization camps and advertisements. The mobilized candidates can be counselled, oriented about the standardized NSQF framework and basis their existing competency will be mapped against the suitable level of the concerned Job role for assessments. The candidates enrolled will be assessed by the Assessment Agency affiliated with the Sector Skill Council on the basis of assessment criteria decided by Sector Skill Council (SSC). The candidate will need to pass in the minimum assessment criteria of a particular QP decided by the SSC. Successfully assessed candidates with a valid Aadhaar or alternate ID (as per process) will be eligible for either “Full Qualification” or “Partial Qualification – NOS based Certification”.

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**Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, consistent and fair and show that these are in line with the requirements of the NSQF:**

A robust technology enabled assessment methodology has been designed keeping in mind the geographical/Physical constraints and target segment which assess a trainee's knowledge and skill set through three methods:

- An offline Tablet based test through the use of Multiple Choice Text and Picture based questions in vernacular languages
- Actual demonstration on the field
- Viva

ASCI's assessment strategy:

- Question sets are developed as per the weightage of each NOS of the Qualification Pack.
- Assessment criteria for each Qualification Pack developed, in which each Performance criteria (PC) assigned marks based on NOS
- Question Bank is developed to assess the theoretical and practical knowledge. To ensure the quality, each trainees get different set of question
- Empanelment of subject matter expert as assessor primarily from the Industry to assess trainee specifically on practical skills as per Industry demands
- Assessments are preferably conducted on tablets or pen or papers in regional languages according to the requirement.
- Questions are uploaded in the tablets only on the day of assessment
- It is ensured that TP/trainer are not present during assessment

Please attach any documents giving further information about assessment and/or RPL.

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Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

Give details of the document(s) here:

- Assessment criteria is available at the end of the Qualification Pack

### ASSESSMENT EVIDENCE

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

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

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<b>Means of assessment 1</b>
<b>Means of assessment 2</b>
<b>Pass/Fail</b>

**Title of Component: Interior Landscaper**

### **CRITERIA FOR ASSESSMENT OF TRAINEES**

**Job Role** Interior Landscaper

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**Qualification Pack** AGR/Q0806

**Sector Skill Council** Agriculture Skill 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. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack , every trainee should score a minimum of 70% in aggregate
6. 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

Assessment outcomes	Assessment criteria for outcomes	Marks Allocation			
		Total Marks	Out Of	Theory	Skills Practical
1. AGR/N0817 Design interior garden	PC1. assess the different indoor locations which are suitable for landscaping	<b>100</b>	9	3	6
	PC2. choose a location for interior gardening based on available space and type of plants		10	3	7
	PC3. form a design plan for the interior garden considering factors like sun, humidity and air conditioning, drainage etc.		10	3	7
	PC4. ensure that the the practice of plant rotation can be followed and shifting of		10	3	7

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	plants at periodic interval for proper care and maintenance				
	PC5. fit in the design techniques used for similar gardens in other areas		10	3	7
	PC6. ensure that layout selection does not cause crowding of pots or any sort of obstruction		10	3	7
	PC7. plan installation of features such as paths, paved areas, statues, rock gardens or water features		10	3	7
	PC8. identify the plants that are suitable for indoor gardening including bonsai plants, based on the location indoors, light available in the area and other conditions		10	3	7
	PC9. while identification of plants check for factors such as:				
	a. matching in wall colour with plants for contrast/ getup				
	b. soil and pot/ container requirements for healthy plant growth		12	4	8
	c. how environmental conditions, including; temperature, humidity, light, water and food supply affect plant growth				
	PC10. Identify reliable sources for purchase of quality plants as per the requirements		9	2	7
			<b>100</b>	<b>30</b>	<b>70</b>

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2. AGR/N0818 Grow and maintain plants	PC1. propagate different indoor plants for use	<b>100</b>	4	1	3
	PC2. undertake timely potting & repotting		4	1	3
	PC3. ensure proper development and maintenance of bonsai		4	1	3
	PC4. check the general conditions of plants regularly		4	1	3
	PC5. ensure training, pruning and clipping of the plants regularly		4	1	3
	PC6. ensure regular nutritioning for healthy look of the plants		4	1	3
	PC7. provide appropriate pots and support for beautification		4	1	3
	PC8. maintain hygienic conditions following phyto-sanitary regulations		4	1	3
	PC9. select appropriate plants suitable for :		5	1	4
	• dark corners				
	• bold effects				
	• hanging baskets		4	1	3
	PC10. practice bonsai making and maintenance				
	PC11. ensure location specific trimming and clipping of plants				
	PC12. ensure proper selection, plantation and maintenance of climbers for specific effects		5	2	3
PC13. select different types of pots for better look and effects	5	2	3		
PC14. practice soil mixing techniques to prepare ideal soil mixtures for different plants	4	1	3		
PC15. use variety of pot soil covers for aesthetics	4	1	3		

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	PC16. use saucers to reduce chances of spreading of water and soil through drainage		5	2	3
	PC17. monitor the nutrient requirements and its timely application for healthy plants		5	2	3
	PC18. carry out periodic shifting of plants outside for proper care and maintenance		4	1	3
	PC19. clean and polish pots/ containers regularly		4	1	3
	PC20. suggest architectural modifications to facilitate proper growth and appearance of plants indoor		5	2	3
	PC21. ensure proper placement of plants singly or in groups as per the location for spot or bold effects		4	1	3
	PC22. remove dead and decayed twigs and leaves for good appearance regularly		5	2	3
	PC23. ensure adequate water and nutrition of healthy appearance		4	1	3
			<b>100</b>	<b>30</b>	<b>70</b>
3. AGR/N0819 Use and maintain the gardening tools, containers and other equipments	PC1. identify different garden tools & equipments and their uses	<b>100</b>	9	2	7
	PC2. operate and utilize various handtools especially pruners, hand hoe used for gardeneing		9	3	6
	PC3. ensure proper cleaning and maintenance (greasing/ sharpening) of hand tools		9	3	6
	PC4. identify the ideal type of containers available depending upon the type of plant, location, background colour		10	3	7
	PC5. ensure proper condition of the containers (shape, size, colour,		9	3	6

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	drainage, etc.) without any damage				
	PC6. ensure blend of beauty and utility in the containers for enhanced look		9	3	6
	PC7. ensure timely cleaning and polishing of containers and covering with polished gravels		9	3	6
	PC8. maintain genuine base for the pots/containers for proper support and added beauty		9	3	6
	PC9. use modern architectural designs to facilitate indoor gardening like window sills, ledges, built in planters, etc.		9	2	7
	PC10. use variety of hanging baskets, bonsai pots with appealing look		9	2	7
	PC11. ensure proper drainage with no leakage		9	3	6
			<b>100</b>	<b>30</b>	<b>70</b>
4. AGR/N9903 Maintain health and safety at the workplace	PC1. undertake basic safety checks before operation of all machinery and vehicles and report all potential hazards to the supervisor	<b>100</b>	6	2	4
	PC2. identify work for which protective clothing or equipment is required and perform those duties in accordance with workplace policy		7	2	5
	PC3. read and understand the hazards of use and contamination mentioned on the labels of pesticides/fumigants, etc.		7	2	5
	PC4. assess risks prior to performing manual handling jobs, and work according to currently recommended safe practices		7	2	5
	PC5. use equipment and materials safely and correctly and return the same to designated storage when not in use		7	2	5

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	PC6. dispose off waste safely and correctly in a designated area		6	2	4
	PC7. recognize risks to bystanders and take action to reduce risk associated with jobs in the workplace		7	2	5
	PC8. perform work in a manner which minimizes environmental damage all procedures and ensure work instructions for controlling risks are followed closely		7	2	5
	PC9. report any accidents, incidents or problems without delay to an appropriate person and take necessary immediate action to reduce further danger		7	2	5
	PC10. follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions for emergency evacuation		7	2	5
	PC11. follow emergency procedures to company standard / workplace requirements		6	2	4
	PC12. use emergency equipment in accordance with manufacturers' specifications and workplace requirements		7	2	5
	PC13. provide treatment appropriate to the patient's injuries in accordance with recognized first aid techniques		7	2	5
	PC14. recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate		6	2	4
	PC15. report details of first aid administered in accordance with workplace		6	2	4

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	procedures.				
			<b>100</b>	<b>30</b>	<b>70</b>
	<b>GRAND TOTAL</b>	<b>400</b>	<b>400</b>	<b>120</b>	<b>280</b>

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### SECTION 2 EVIDENCE OF LEVEL

Title/Name of qualification/component: Interior Landscaper		Level: 4	
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
<b>Process</b>	An Interior Landscaper is responsible for growing and maintaining plants and other features in interior spaces.	<p>The job holder is responsible for growing and maintaining plants and other features in interior spaces. This involves working in familiar, predictable, routine situations of clear choice such as design interior garden, grow and maintain plants, use and maintain garden tools and other equipments. Hence this role qualifies for Level 4. Since it does not involve well developed skill with clear choice of procedures in familiar contexts, the role does not qualify for Level 5.</p> <p>The job role requires the job holder to working in familiar, predictable, routine situations of clear choice. For eg, s/he has to assess the different locations indoors which are suitable for landscaping, form a design plan for the interior garden considering factors like sun, humidity and air conditioning, drainage etc., fit in the design techniques used for similar gardens in other areas and plan installation of features such as paths, paved areas, statues, identify the plants that are suitable for indoor gardening including bonsai plants, based on the location indoors, light available in the area and other conditions, select different types of pots for better look and effects, suggest architectural modifications to facilitate proper growth and appearance of plants indoor, identify the ideal type of containers available depending upon the type of plant, location, background colour. Hence this role</p>	<b>4</b>

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		cannot be pegged to Level 3.	
<b>Professional knowledge</b>	The user/individual on the job needs to know and understand the organization standards, dos and don'ts of the organization, quality standards for designing interior landscaping, type and pattern of landscaping adopted by the organisation and code of conduct and dress code of the business.	<p>The job holder is expected to have factual knowledge of a field of work or study. For example, the job holder is expected to have basic knowledge of common names of plants used in interior landscaping, suitable design requirements of the interior gardens, water, light, humidity and nutritional requirements of plants, suitability of a particular plant species at a particular location, potting &amp; repotting time and technique, preparation and maintenance of bonsai plants, types and styles of pots for enhanced look. Since the job holder is not required to have knowledge of facts, principles, processes and general concepts, in a field of work or study, the role does not qualify for Level 5.</p> <p>The job holder is expected to have factual knowledge of a field of work or study. For example he/she should know how to maintain genuine base for the pots/ containers for proper support and added beauty, use modern architectural designs to facilitate indoor gardening like window sills, ledges, built in planters, etc., ensure that layout selection does not cause crowding of pots or any sort of obstruction, plan installation of features such as paths, paved areas, statues, rocks or water features, propagate different indoor plants for use, undertake timely potting &amp; repotting, ensure proper development and maintenance of bonsai, check the general conditions of plants regularly, ensure training, pruning and clipping of the plants regularly. Hence this role cannot be pegged to Level 3.</p>	<b>4</b>
<b>Professional skill</b>	The job holder needs to know and understand how to handle issues pertaining to machine parts and	The job holder is expected to recall and demonstrate practical skill, routine and repetitive in narrow range of	4

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	<p>equipments and decide corrective actions to be undertaken, plan and prioritize the work based on the instructions received, utilise time and equipments effectively. The job holder is required to possess decision making, planning and organizing, customer centricity, problem solving, analytical thinking, and critical thinking skills.</p>	<p>application, using appropriate rule and tool, using quality concepts. For instance, the job holder has to choose type of design requires for different type of plants, choose indoor locations best suited for landscaping, provide time bound support in solving problems and instructing for maintenance practices to minimize problems and ensure proper utilization of space, time, material and equipment, form a design plan for the interior garden considering factors like sun, humidity and air conditioning, drainage etc., ensure that the practice of plant rotation can be followed and shifting of plants is done at periodic interval for proper care and maintenance, practice soil mixing techniques to prepare ideal soil mixtures for different plants, operate and utilize various hand tools especially pruners, hand hoe used for gardening, ensure proper cleaning and maintenance (greasing/ sharpening) of hand tools . All these activities are mostly repetitive and have a narrow range of application and needs the use of quality concepts, it cannot be pegged to Level 3, hence qualifying the role for a Level 4.</p> <p>Since it does not require a range of practical and cognitive skills, it does not qualify for Level 5.</p>	
<p><b>Core skill</b></p>	<p>The job holder must know and have various skills like Reading skills, writing skills, and oral and communication skills (Listening and speaking skills).</p>	<p>The job holder is expected to know the language to communicate, written or oral, with required clarity, skill to understand basic arithmetic and algebraic principles, basic understanding of social, political and natural environment. For instance, s/he should be able to take note of the information communicated by the supervisor, list read instructions on raw material for efficient use and</p>	<p style="text-align: center;"><b>4</b></p>

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		<p>on equipment manuals to understand the equipments operation, discuss tasks, schedules and activities, effectively communicate with team members, communicate clearly on the issues and convince the client about the interior designing and choice of plant, assess the different indoor locations which are suitable for landscaping, choose a location for interior gardening based on available space and type of plants, form a design plan for the interior garden considering factors like sun, humidity and air conditioning, drainage etc., check the general conditions of plants regularly, ensure training, pruning and clipping of the plants regularly, ensure regular nutritioning for healthy look of the plants, provide appropriate pots and support for beautification, maintain hygienic conditions following phyto-sanitary regulations</p> <p>Hence, this role qualifies for Level 4 and cannot be pegged at Level 3 as it requires the knowledge of the language to communicate.</p>	
<p><b>Responsibility</b></p>	<p>An Interior Landscaper is responsible for growing and maintaining all types of plants and other features in interior spaces. An Interior Landscaper is also responsible for creating indoor gardens that complement home design.</p>	<p>The job holder holds responsibility for his own work and learning only. S/he is a skilled worker who works under a supervisor and carries out activities such as form a design plan for the interior garden considering factors like sun, humidity and air conditioning, drainage etc., fit in the design techniques used for similar gardens in other areas, plan installation of features such as paths, paved areas, statues, rock gardens or water features, ensure favourable conditions for the plants are met such as adequate sunlight, shade, ensure that the water and nutritional requirements of the plants are met, propagate different indoor plants for use, use variety of pot soil covers for aesthetics, suggest architectural modifications</p>	<p><b>4</b></p>

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		<p>to facilitate proper growth and appearance of plants indoor, identify different garden tools &amp; equipments and their uses, ensure blend of beauty and utility in the containers for enhanced aesthetics. Hence, this role qualifies for Level 4 as the job holder holds responsibility only for his own work and learning.</p> <p>It does not qualify for Level 5 as it does not involve any supervisory work. It cannot be pegged at Level 3 as these activities requires complete responsibility for own work.</p>	
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## India-EU Skills Development project: Qualification File

### SECTION 3 EVIDENCE OF NEED

#### **What evidence is there that the qualification is needed?**

While collecting data from the companies for the occupational map, we also took feedback from industry, training institutions which was collected with respect to roles for which qualification packs development, was to be prioritized. This was largely based on volume of people required, quantitative and qualitative shortfall which the industry feels they face. Governing council of ASCI and Occupational Standards Committee which comprises of experts & senior leaders gave final approval and endorsement for the same.

According to industry interactions held, there has been a phenomenal increase in landscaping business, and consequently gardening, all across India in the past few years. The real estate activity has led to increased demands in the gardening profession. Landscaping market in India is premature and only 10% or less of the sector is organized. However, surging per capita income with changing and progressive lifestyle has led to a phenomenal increase in landscape and gardening market. Hence there is an increasing demand for skilled workers in this sector. In the coming years, the need for enhancing the aesthetics and beautification of urban areas will only increase. The government has also been laying special emphasis on developing green areas and parks. Green spaces have become the core of urban development and their maintenance has increased the need for gardeners/landscapers. Being formally skilled in the profession would also enable gardeners/landscapers to demand better wages/ salaries for their work.

#### **What is the estimated uptake of this qualification and what is the basis of this estimate?**

It is difficult to estimate uptake of this qualification at this stage as the sector not only is highly unorganized but also no in-depth skill-gap study has been done. The QP has been developed taking feedback from industry for demand though again sample size may not lend to accurate figures. Working closely with NSDA would indicate precise requirements.

#### **What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF?**

NSDC list of Approved and Under-Development QPs was checked prior to commissioning the work and also our occupational map/QPs are put on ASCI & NSDC websites.

The QP for this role has been compared with NCVT courses and it has been found that NCVT does not have any specific course pertaining to interior landscaper , whereas ASCI has a separate qualification pack for "Interior landscaper "

This QP has been developed keeping in mind the industry requirements.

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- 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?
- Any institution / individual is welcome to send feedback, which is recorded and considered during next review cycle.
- Communication will be sent for any feedback to all the main stakeholders/users one month prior to the review of the qualifications pack.
- A formal review is scheduled in three years' time

Please attach any documents giving further information about any of the topics above. Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

## SECTION 4

### EVIDENCE OF PROGRESSION

**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?**

Career path in agri sector is generally in terms of activities done & ownership of responsibility because they are primarily self-wage employment/entrepreneurship roles.

However, there are occupations in the organized segment (Agri Industries) in which career pathway has been identified as illustrated below ( Annexure 1)

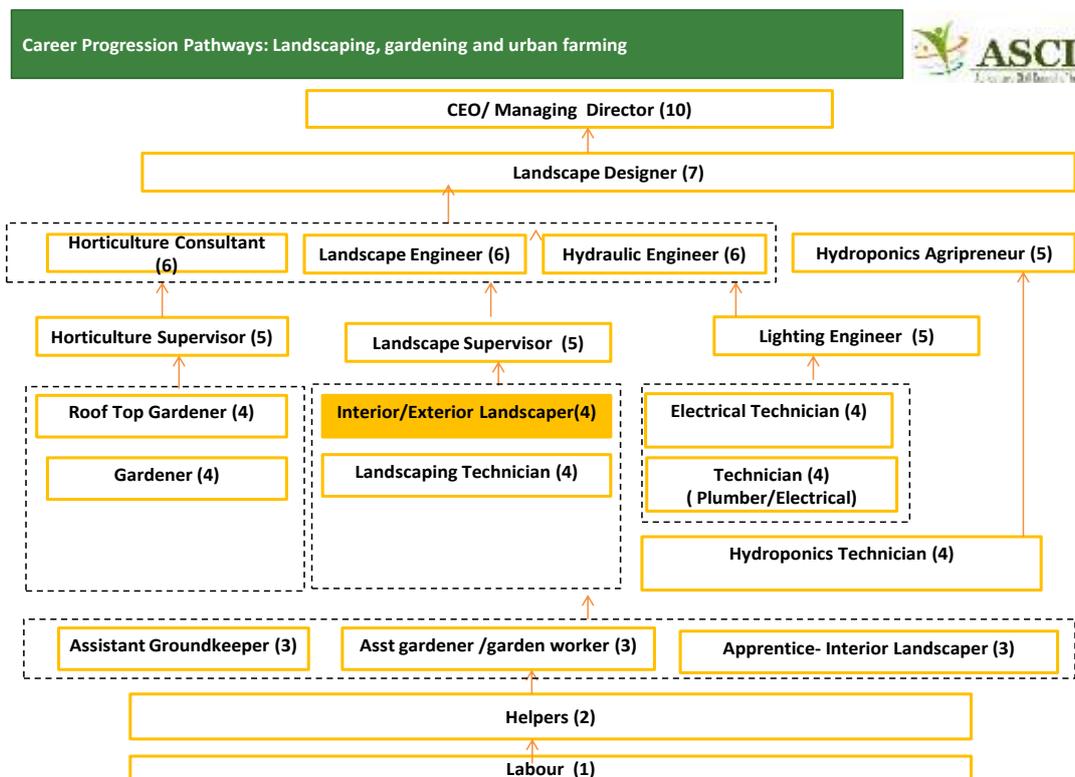
Please attach any documents giving further information about any of the topics above. Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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## Annexure 1: Career Map of Interior Landscaper



Annexure 2: Qualification Pack of Interior Landscaper (separate file)

Annexure 3: List of QP/NOS validating companies (separate file)

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## ANNEX A

### NSQF LEVEL DESCRIPTORS

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
1	Prepares person to/carry out process that are repetitive on regular basis require no previous practice,	Familiar with common trade terminology, instructional words, meanings and understanding.	Routine and repetitive, takes safety and security measures.	Reading and writing; addition, subtraction; personal financing; familiarity with social and religious diversity, hygiene and environment.	No responsibility; always works under continuous instruction and close supervision.
2	Prepares person to/carry out processes that are repetitive, on a regular basis, with little application of understanding, more of practice.	Material, tools and applications in a limited context, understands context of work and quality.	Limited service skills used in limited context; select and apply tools; assist in professional works with no variables; differentiate good and bad quality.	Receive and transmit written and oral messages, basic arithmetic, personal financing, understanding of social, political, and religious diversity, hygiene and environment.	No responsibility; works under instruction and close supervision.
3	Person may carry out a job which may require limited range of activities routine and predictable.	Basic facts, process and principle applied in trade of employment.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.	Under close supervision. Some responsibility for own work within defined limit.

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LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
4	Work in familiar, predictable, routine, situation of clear choice.	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment.	Responsibility for own work and learning.
5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibility for others' works and learning.
6	Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Reasonable good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication.	Responsibility for own work and learning and full responsibility for other's works and learning.
7	Requires a command of wide-ranging specialised theoretical and practical skills, involving	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or	Wide range of cognitive and practical skills required to generate solutions to specific	Good logical and mathematical skill understanding of social political and natural environment and organising	Full responsibility for output of group and development.

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LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
	variable routine and non-routine contexts.	study.	problems in a field of work of study.	information, communication and presentation skill.	
<b>8</b>	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	
<b>9</b>	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	
<b>10</b>	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

# NSQF QUALIFICATION FILE

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## ANNEX B

### NSQF LEVEL OUTLINES

#### NSQF levels related to the labour market

**Level 1:** Work requiring knowledge, skills and aptitudes at level 1 will be routine, repetitive, and focused on limited tasks carried out under close supervision. In some sectors, people carrying out these job roles may be described as “helpers”.

Individuals in jobs which require level 1 qualifications **may** be expected to be able to read, write, add and subtract, but will not normally be required to have any previous knowledge or skills relating to the work<sup>1</sup>.

When employed, they will be instructed in their tasks and expected to learn and use the common terminology of the trade and acquire the basic skills necessary for the work.

Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers.

**Level 2:** Work requiring knowledge, skills and aptitudes at level 2 will also be routine and repetitive, and tasks will be carried out under close supervision. The individuals will not be expected to deal independently with variables which affect the carrying out of the work. People carrying out these work roles may be described as “assistants” and the range of tasks they carry out will be limited.

Individuals in jobs which require level 2 qualifications will normally be expected to be able to read and write, add and subtract. Their work may involve taking and passing on messages.

They may also be expected to have some previous experience, knowledge and skills in the occupation. When employed, they will be instructed in their tasks and expected to acquire the practical skills necessary to assist skilled workers and/or give a limited service to customers. They will learn about, and use, the materials, tools and applications required to carry out basic tasks in an occupation. They may have to select the appropriate materials, tools and/or applications to carry out tasks.

They will be expected to understand what constitutes quality in their job role and distinguish between good and bad quality in the context of the tasks they are given. Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers and, where appropriate, customers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers, but their contribution to team work may be limited.

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<sup>1</sup> In practice many workers at this level will have limited literacy and NOS and qualifications at this levels should reflect this – eg in relation to assessment.

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**Level 3:** Work requiring knowledge, skills and aptitudes at level 3 will be routine and predictable. Job holders will be responsible for carrying out a limited range of jobs under close supervision. Their work may require the completion of a number of related tasks. People carrying out these job roles may be described as “partly-skilled workers”.

Individuals in jobs which require level 3 qualifications will normally be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation and should know the basic facts, processes and principles applied in the trade for which they are qualified and be able to apply the basic skills of the trade to a limited range of straightforward jobs in the occupation.

They will be expected to understand what constitutes quality in their job role and more widely in the sector or sub-sector and to distinguish between good and bad quality in the context of the jobs they are given. Job holders at this level will be expected to carry out the jobs they are given safely and securely. They will work hygienically and in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers and/or clients.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social environment. They should be able to make a good contribution to team work.

**Level 4:** Work requiring knowledge, skills and aptitudes at level 4 will be carried out in familiar, predictable and routine situations. Job holders will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. People carrying out these jobs may be described as “skilled workers”.

Individuals in jobs which require level 4 qualifications should be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation in which they are employed, to appreciate the nature of the occupation and to understand and apply the rules which govern good practice. They will be able to make choices about the best way to carry out routine jobs where the choices are clear.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their job roles. Job holders at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers. They will work hygienically and in ways which show an understanding of environmental issues.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment. They should be able to guide or lead teams on work within their capability.

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**Level 5:** Work requiring knowledge, skills and aptitudes at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear.

Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning. People carrying out these jobs may be described as "fully skilled workers" or "supervisors".

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have previous knowledge and skills in the occupation, and to know and apply facts, principles, processes and general concepts in the occupation.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

**Level 6:** Work requiring knowledge, skills and aptitudes at level 6 will require the use of both standard and non-standard practices. Job holders will carry out a broad range of work which will require a wide range of specialised technical skills backed by clear factual and theoretical knowledge.

Individuals in jobs which require level 6 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They are likely to have full responsibility for others' work and learning. People carrying out these jobs may be described as "master technicians" and "trainers".

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and may be required to carry out mathematical calculations. They should also be able to collect data, organise information, and communicate logically about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have broad factual and theoretical knowledge applying to practice within the occupation, and a range of practical and cognitive skills. They will be able to generate solutions to problems which arise in their practice.

They will be expected to understand what constitutes quality in the occupation and to distinguish between good and bad quality in the context of all aspects of their work. They will be expected to work in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or manage.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

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**Level 7:** Work requiring knowledge, skills and aptitudes at level 7 will take place in contexts which combine the routine and the non-routine and are subject to variations. Job holders will carry out a broad range of work which requires wide-ranging specialised theoretical and practical skills.

Individuals in jobs which require level 7 qualifications will normally be responsible for the output and development of a work group within an organisation. People carrying out these job roles are likely to be graduates. They may be described as “managers” or “senior technicians”.

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and are likely to be required to carry out mathematical calculations as part of their work. They should also be skilful in collecting and organising information to communicate logically about the work.

They will be expected to have wide-ranging factual and theoretical knowledge of practice within the occupation, and a wide range of specialised practical and cognitive skills. They will be able to generate solutions to problems which arise in their work.

They will be expected to understand what constitutes quality in the occupation and distinguish between good and bad quality in all aspects of their work. They will be expected to work in ways which show a good understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out and manage.

In working with others, they will be expected to conduct themselves in ways which show a good understanding of the social and political environment.

**Level 8:** Individuals in jobs which require level 8 qualifications will normally be responsible for managing the work of a team and developing the team. The work will involve dealing with unpredictable circumstances affecting the work.

Their work will require the use of comprehensive knowledge and understanding of the occupational field and a commitment to self-development.

They will normally need an ability to develop creative solutions to problems requiring abstract thought. They will be required to show intellectual independence and a rigorous analytical ability. They will need to be good communicators.

**Level 9:** Individuals in jobs which require level 9 qualifications will normally be responsible for complex decision-making in unpredictable contexts.

They will have to exercise senior responsibility in an organisation and show mastery of the issues in the occupation and the ability to innovate.

Their work will require the use of advanced knowledge and skill. They may make contributions to knowledge in their field through research.

**Level 10:** Job Individuals in jobs which require level 10 qualifications will normally be responsible for strategic decision-making. The context of their work will be complex and unpredictable.

They are likely to be responsible for an organisation or a significant division of an organisation. They will have to provide leadership.

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Their work will require highly specialised knowledge and problem-solving skills. They may make original contributions to knowledge in their field through research, scholarship or innovative practice.