IASC SECTOR SKILL COUNCIL
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Qualification Pack



HMI/SCADA Programmer & Troubleshooter

QP Code: IAS/Q5606

Version: 3.0

NSQF Level: 4

Contents

IAS/Q5606: HMI/SCADA Programmer & Troubleshooter 3
Brief Job Description 3
Applicable National Occupational Standards (NOS) 3
Compulsory NOS 3
Qualification Pack (QP) Parameters 3
IAS/N5616: Develop HMI/SCADA project 5
IAS/N9001: Work effectively with teams 10
IAS/N9002: Health and safety in workplace 17
DGT/VSQ/N0102: Employability Skills (60 Hours) 25
IAS/N5617: Commission, test and troubleshoot the HMI/SCADA project on-site 33
Assessment Guidelines and Weightage 37
Assessment Guidelines 37
Assessment Weightage 38
Acronyms 39
Glossary 40

Qualification Pack

IAS/Q5606: HMI/SCADA Programmer & Troubleshooter

Brief Job Description

The individual is responsible for developing HMI/SCADA software used for monitoring parameters of different industrial processes along with troubleshooting any error that occurs during the operation of machine.

Personal Attributes

This job requires discipline and attention to details, interdisciplinary aptitude and ability to learn. The person should be willing to work for long hours to meet deadlines and be able to cope with pressure.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. IAS/N5616: Develop HMI/SCADA project
2. IAS/N9001: Work effectively with teams
3. IAS/N9002: Health and safety in workplace
4. DGT/VSQ/N0102: Employability Skills (60 Hours)
5. IAS/N5617: Commission, test and troubleshoot the HMI/SCADA project on-site

Qualification Pack (QP) Parameters

Sector	Instrumentation
Sub-Sector	Instrumentation & Automation
Occupation	Installation and Commissioning(Instrumentation and Automation)
Country	India
NSQF Level	4
Credits	14
Aligned to NCO/ISCO/ISIC Code	NCO-2015/8212.2002

Minimum Educational Qualification & Experience	10th grade pass plus 1-year NTC/ NAC (in relevant field) OR 10th grade pass with 1 Year of experience in relevant field OR Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma (in relevant field) OR Previous relevant Qualification of NSQF Level (Level 3) with 1 Year of experience relevant field
Minimum Level of Education for Training in School	Not Applicable
Pre-Requisite License or Training	NA
Minimum Job Entry Age	21 Years
Last Reviewed On	NA
Next Review Date	20/11/2025
NSQC Approval Date	20/11/2020
Version	3.0
Reference code on NQR	2022/EHW/IASC/06507
NQR Version	2

IAS/N5616: Develop HMI/SCADA project

Description

This OS unit is about collecting information and developing HMI/SCADA project using the programming software.

Scope

The scope covers the following :

- Identify prerequisites for the HMI/SCADA project
- Develop the HMI/SCADA program

Elements and Performance Criteria

Identify prerequisites for the HMI/SCADA project

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

PC1. collect detailed information about the plant and the customer's requirements regarding the type of Human Machine Interface (HMI) panel/Supervisory Control and Data Acquisition (SCADA) system needed

PC2. identify the plant layout, the plant architecture and its complexity

PC3. identify the type and make of the Programmable Logic Controller (PLC) used in the control panel

PC4. examine the cut-out for HMI panel on the door of the control panel

PC5. identify the company/organisation approved software for to design HMI/SCADA system

PC6. test the communication protocol compatibility between PLC and HMI/SCADA and use protocol compatible cable for communication between PLC and HMI/SCADA or protocol convertor in case of non-compatibility

Develop the HMI/SCADA program

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

PC7. create HMI/SCADA project and establish a connection with the PLC

PC8. develop the I/O tag list in the HMI/SCADA project as well as the pictures on HMI/SCADA software as per the approved distribution

PC9. create objects on the pictures as per the final P&ID and connect them with tags

PC10. formulate value and alarm storage system in the software and create backup for the same

PC11. provide security level for different users of the project

PC12. create report templates for timely report generation

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. company's code of conduct, culture, line of business, documentation policy, production policy and reporting structure

KU2. departments involved with installation and commissioning

KU3. quality and standards system followed in the company during project development

KU4. basics of computer and operating systems

KU5. standard operating procedure (SOP) of the organisation for HMI/SCADA pictures and layout development

KU6. detailed information about panels and equipment used in the HMI/SCADA project

KU7. HMI/SCADA programming software and other software for installation and debugging

KU8. piping and instrumentation diagram (P&ID)

KU9. basics of industrial process involved and their stages (example: oil and gas, refinery, etc.) as well as the infrastructure process involved in the industry (example: water treatment plant, chilling units, etc.)

KU10. sources and methods for obtaining required technical information for the HMI/SCADA project to be developed

KU11. relevant documents to be referred for optimised project development

Generic Skills (GS)

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

GS1. write and read emails, letters, technical documentation, user requirements, test reports, regulatory compliance documents schedules, timelines, diagrams and other official documents clearly

GS2. be proactive to make decisions pertaining to the scope of work

GS3. analyse the relevant factors to optimise project development

GS4. plan and organise project related to requirements, design and integration, testing, installation and commissioning, customer acceptance test and customer feedback

GS5. anticipate issues and have alternate strategy

GS6. identify needs of the customer, ask questions for clarity, and suggest most appropriate solution

GS7. discuss task lists, schedules and work-loads with customers in a simple and clear language

GS8. manage relationships and maintain good rapport with customers to get detailed inputs on logic

GS9. keep customers informed about progress of project development, achieve customer satisfaction and offer support whenever needed

GS10. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)

GS11. solve issues of co-workers who are lacking the technical know how

GS12. use the existing information for improving/optimising the project and arrive at actionable decision points

GS13. apply, analyse and evaluate the information gathered from observation, experience, reasoning or communication, as a guide to think and act accordingly

GS14. anticipate problems, risks and opportunities and utilise these for optimising PLC Program and SCADA project

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Identify prerequisites for the HMI/SCADA project	**18**	**22**	**-**	**5**
PC1. collect detailed information about the plant and the customer's requirements regarding the type of Human Machine Interface (HMI) panel/Supervisory Control and Data Acquisition (SCADA) system needed	4	-	-	1
PC2. identify the plant layout, the plant architecture and its complexity	2	-	-	1
PC3. identify the type and make of the Programmable Logic Controller (PLC) used in the control panel	2	4	-	1
PC4. examine the cut-out for HMI panel on the door of the control panel	4	6	-	1
PC5. identify the company/organisation approved software for to design HMI/SCADA system	2	6	-	1
PC6. test the communication protocol compatibility between PLC and HMI/SCADA and use protocol compatible cable for communication between PLC and HMI/SCADA or protocol convertor in case of non-compatibility	4	6	-	-
Develop the HMI/SCADA program	**22**	**28**	**-**	**5**
PC7. create HMI/SCADA project and establish a connection with the PLC	2	6	-	2
PC8. develop the I/O tag list in the HMI/SCADA project as well as the pictures on HMI/SCADA software as per the approved distribution	4	-	-	-
PC9. create objects on the pictures as per the final P&ID and connect them with tags	4	6	-	2
PC10. formulate value and alarm storage system in the software and create backup for the same	4	6	-	-
PC11. provide security level for different users of the project	4	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. create report templates for timely report generation	4	6	-	1
NOS Total	**40**	**50**	**-**	**10**

National Occupational Standards (NOS) Parameters

NOS Code	IAS/N5616
NOS Name	Develop HMI/SCADA project
Sector	Instrumentation
Sub-Sector	Instrumentation & Automation
Occupation	Installation and Commissioning(Instrumentation and Automation)
NSQF Level	4
Credits	3
Version	1.0
Last Reviewed Date	NA
Next Review Date	20/11/2025
NSQC Clearance Date	20/11/2020

IAS/N9001: Work effectively with teams

Description

This NOS unit is about building relationships and working with people and groups inside and outside the organization, using skills and habits, to achieve the team goals and objectives.

Scope

The scope covers the following :

- Work as per organisational team environment
- Communicate effectively
- Co-operate with team members and superiors
- Respect customes / preferences and gender / ability differences "

Elements and Performance Criteria

Work as per the organisational team environment

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

PC1. identify team objectives and goals, team members by name, their role and responsibilities, greet them appropriately and respond to their greetings

PC2. comply with organisation’s policies and procedures for working with team members within and outside the organisation—especially related to privacy, confidentiality and security

PC3. work as per the environment to build trust and mutual respect

PC4. participate in decision making by providing facts and figures, give / accept constructive suggestions, take initiatives to help team members arrive at workable decisions and meet the goals

PC5. accept decisions professionally and support even if they do not match suggestions and personal views

Communicate effectively

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

PC6. communicate professionally as per organisation's protocols, using appropriate mode of communication—verbal, written, mail, phone or text—and clearly articulate the message to ensure that the receiver understands the message

PC7. listen to team members attentively, respond promptly, seek / provide clarifications if required

PC8. share important information with the team timely and refrain from overloading them with unnecessary and unsolicited information

Co-operate with team members and superiors

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

PC9. perform own role, receive inputs from others and make adjustments within permissible rules as per requirement, to produce output in time for other team members to follow

PC10. help team members to perform their role effectively and provide any clarifications/support they need, including tools /equipment / common resources as well as resolve any contentious issues amicably, involving the team lead or the supervisor if needed

PC11. let team members know in good time if commitments cannot be carried out, explaining the reasons, and provide alternate solutions, if any; let the team lead know about this

PC12. act in the interest of the team and the organisation, take initiative to correct the wrong, seek help or escalate if needed to ensure that things do not 'fall through the gap' and team goals are achieved

Respect customs / preferences and gender / ability differences

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

PC13. follow organisation's policies and statutory guidelines w.r.t seeking information about others' customs / preferences, making references or comments on social customs / preferences, and refrain from hurting sentiments

PC14. accommodate team members' preferences to the extent feasible, and in case they come in the way of fulfilling team goals, discuss with the supervisor/ team leader

PC15. ensure personal behaviour, conduct and communication styles, taking gender and disability of the person into consideration

PC16. list the different types of disabilities with their respective issues and ways to help them overcome challenges

PC17. use inclusive language, verbal as well as non-verbal, irrespective of the disability and the gender of the person

PC18. ensure equal treatment for all clients, colleagues and co-workers while respecting their personal space

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Organisation's policies on dress code , workplace behaviour , performance management,incentives,delivery standards,information security,etc.

KU2. Organisation's hierarchy and escalation matrix

KU3. importance of the individual's role in the workflow

KU4. work area inspection procedures and practices

KU5. different types of information that colleagues might need and the importance of providing this information when it is required

KU6. deeper understanding of actions and consequences of gender based behaviour

KU7. knowledge of gender based concepts, issues and legislation

KU8. organisation standards and guidelines to be followed for PwD and knowledge about laws, acts and provisions defined for PwD by the statutory bodies and the right way to use them including various medical conditions associated with PwD

KU9. health and safety requirements at workplace for PwD and information about various institutes working for PwD to enable in providing livelihood opportunities for PwD

KU10. rights and duties at workplace with respect to PwD and various government / private schemes and benefits available for PwD

KU11. process of recruiting people for a particular job profile w.r.t PwD and gender including rights and duties at workplace with respect to gender sensitivity

Generic Skills (GS)

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

GS1. complete forms such as work orders, invoices and maintenance records

GS2. fill up appropriate forms,activity logs and attendance sheets as per the organisation's format in English and/or local language

GS3. write basic accident or incident report as witnessed in an appropriate format to the relevant authority

GS4. read warnings, instructions and other text material on product labels, components, etc.

GS5. read relevant signage, warnings, labels or descriptions on equipment, etc. while carrying out work activities

GS6. listen effectively and orally communicate information

GS7. ask for clarification and advice from the concerned person

GS8. make decisions on a suitable course of action or response keeping in view resource utilisation while meeting

GS9. plan and organise work to achieve targets and deadlines

GS10. understand needs of the customer, suggest most appropriate solution and support them whenever needed

GS11. match symptoms of the fault noticed to the cause of the problem

GS12. anticipate and avoid hazards that may occur during repairs because of tools, materials used or repair processes

GS13. spot process disruptions and delays

GS14. practice and acceptance of gender and its concepts

GS15. develop empathy across genders and towards PwD

GS16. reflect on own gender identity, gender roles and PwD issues

GS17. engage and participate in discussions to end gender and disability discrimination

GS18. improve and modify work practices

GS19. maintain positive and effective relationships with colleagues and customers

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Work as per the organisational team environment	**15**	**8**	**-**	**5**
PC1. identify team objectives and goals, team members by name, their role and responsibilities, greet them appropriately and respond to their greetings	4	4	-	-
PC2. comply with organisation's policies and procedures for working with team members within and outside the organisation—especially related to privacy, confidentiality and security	4	-	-	2
PC3. work as per the environment to build trust and mutual respect	2	-	-	1
PC4. participate in decision making by providing facts and figures, give / accept constructive suggestions, take initiatives to help team members arrive at workable decisions and meet the goals	4	4	-	1
PC5. accept decisions professionally and support even if they do not match suggestions and personal views	1	-	-	1
Communicate effectively	**6**	**10**	**-**	**1**
PC6. communicate professionally as per organisation's protocols, using appropriate mode of communication—verbal, written, mail, phone or text—and clearly articulate the message to ensure that the receiver understands the message	2	6	-	1
PC7. listen to team members attentively, respond promptly, seek / provide clarifications if required	2	-	-	-
PC8. share important information with the team timely and refrain from overloading them with unnecessary and unsolicited information	2	4	-	-
Co-operate with team members and superiors	**8**	**18**	**-**	**1**
PC9. perform own role, receive inputs from others and make adjustments within permissible rules as per requirement, to produce output in time for other team members to follow	2	6	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. help team members to perform their role effectively and provide any clarifications/support they need, including tools /equipment / common resources as well as resolve any contentious issues amicably, involving the team lead or the supervisor if needed	-	6	-	1
PC11. let team members know in good time if commitments cannot be carried out, explaining the reasons, and provide alternate solutions, if any; let the team lead know about this	2	-	-	-
PC12. act in the interest of the team and the organisation, take initiative to correct the wrong, seek help or escalate if needed to ensure that things do not 'fall through the gap' and team goals are achieved	4	6	-	-
Respect customs / preferences and gender / ability differences	**11**	**14**	**-**	**3**
PC13. follow organisation's policies and statutory guidelines w.r.t seeking information about others' customs / preferences, making references or comments on social customs / preferences, and refrain from hurting sentiments	2	4	-	-
PC14. accommodate team members' preferences to the extent feasible, and in case they come in the way of fulfilling team goals, discuss with the supervisor/ team leader	2	-	-	1
PC15. ensure personal behaviour, conduct and communication styles, taking gender and disability of the person into consideration	2	6	-	1
PC16. list the different types of disabilities with their respective issues and ways to help them overcome challenges	1	-	-	1
PC17. use inclusive language, verbal as well as non-verbal, irrespective of the disability and the gender of the person	2	4	-	-
PC18. ensure equal treatment for all clients, colleagues and co-workers while respecting their personal space	2	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	40	50	-	10

National Occupational Standards (NOS) Parameters

NOS Code	IAS/N9001
NOS Name	Work effectively with teams
Sector	Instrumentation
Sub-Sector	Instrumentation & Automation
Occupation	Generic
NSQF Level	4
Credits	1
Version	4.0
Last Reviewed Date	NA
Next Review Date	26/05/2025
NSQC Clearance Date	26/05/2022

IAS/N9002: Health and safety in workplace

Description

This OS unit is about following adequate safety procedures to make work environment safe

Scope

The scope covers the following :

- Adhere to standard safety procedures of the company
- Maintain good health and posture
- Effective waste management/recycling practices
- Adopt learning and self-direction
- Develop system thinking in problem solving
- Material/Resources conservation practices

Elements and Performance Criteria

Adhere to standard safety procedures of the company

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

PC1. comply with general safety procedures and those for handling an equipment, hazardous material or tool, followed in the company

PC2. remove finger rings or any other metal objects likely to interfere with the work before working on the unit

PC3. use of safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.

PC4. escalate the issue about hazardous materials or things found in the premises or any breach of safety procedure in the company

PC5. ensure zero accidents at work

PC6. avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence

PC7. participate regularly in fire drills or other safety related workshops organised by the company

Maintain good health and posture

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

PC8. maintain appropriate posture, especially in long hours of sitting or standing position and in handling heavy materials

PC9. participate in company organised health sessions such as yoga, physiotherapy or games

PC10. handle heavy and hazardous materials with care, while maintaining appropriate posture, using suitable tools and handling equipment such as trolleys, jacks and ladders

Effective waste management/recycling practices

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

PC11. identify recyclable and non-recyclable, and hazardous waste generated to be segregated accordingly

PC12. dispose non-recyclable waste and hazardous waste as per recommended processes

PC13. deposit recyclable and reusable material at identified location

Adopt learning and self-direction

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

PC14. understand importance of skill advancement and develop mastery

PC15. adapt product / service to meet success criteria

PC16. understand accountability for timely completion of tasks

PC17. manage to express emotions in appropriate ways at workplace and understand the cause for the emotions

Develop system thinking in problem solving

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

PC18. analyse the problem accurately and communicate different possible solutions to the problem

PC19. manage to estimate the cause of the problem and validate

Material/Resources conservation practices

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

PC20. identify ways to optimize usage of material including water and electricity / energy in various tasks/activities/processes

PC21. check for spills/leakages in various tasks/activities/processes and plug them or escalate to appropriate authority

PC22. carry out routine cleaning of tools, machines and equipment

PC23. check if the equipment/machine is functioning normally before commencing work and rectify wherever required and report malfunctioning (fumes/sparks/emission/vibration/noise) or any lapse in maintenance of equipment

PC24. ensure electrical equipment and appliances are properly connected and turned off when not in use

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. company's policies on incentives,delivery standards, and personnel management

KU2. company occupational safety and health policy

KU3. company emergency evacuation procedure

KU4. Company's medical policy

KU5. how to maintain the work area safe and secure

KU6. how to handle hazardous materials, tools and equipment

KU7. procedures to be followed during emergencies such as fire accidents, electrocution, etc.

KU8. long term value of good posture and use of appropriate handling equipment

KU9. electrical grounding practices

KU10. safety regulations and standards and how to apply these

KU11. common sources of pollution and ways to minimize it

KU12. categorisation of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics

KU13. usage of different colours of dustbins
KU14. waste management and methods of waste disposal
KU15. organisation's procedures for minimizing mistakes
KU16. strategies pertinent to their field (such as internet searches, asking peers and managers, enrolling for courses and certifications, etc.) that can be used to pursue an advancement in their skills
KU17. one should be able to identify the key performance indicators for the new tasks
KU18. seek feedback from supervisor and deal in constructive manner
KU19. understand that emotions are accompained by a physical state, thought and feeling
KU20. one should be able to interpret timelines and goals set by the manager and break them into sub-goals and tasks
KU21. importance of quality and timely delivery of the product/service
KU22. potential hazards, risks and threats based on the nature of work
KU23. ways of efficiently managing material and water in the process
KU24. layout of the workstation and electrical and thermal equipment used
KU25. efficient and inefficient utilization of material and water
KU26. basics of electricity and prevalent energy efficient devices
KU27. ways to recognize common electrical problems
KU28. common practices of conserving electricity

Generic Skills (GS)

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

GS1. fill up appropriate forms, activity logs and attendance sheets as per organisation's format in English and/or local language
GS2. write basic accident or incident report as witnessed in appropriate format to relevant authority
GS3. read/listen and interpret information correctly from relevant instruction documents, manuals, health and safety instructions, memos, etc. applicable to the job, in English and/or local language
GS4. read relevant signage, warnings, labels or descriptions on equipment, etc. while carrying out work activities
GS5. question co-workers in order to understand the safety and health issues
GS6. inform co-workers about safety and health issues
GS7. report issues and problems relating to safety and health to managers in clear terms
GS8. make decisions pertaining to safety and health issues at workplace
GS9. plan and organise work conforming to the safety and health norms of the company
GS10. make decisions about escalating safety and health issues at workplace to managers
GS11. discuss problems related to safety and health, evaluate the possible solution(s) and arrive at optimum /best possible solution(s) in consultation with concerned people
GS12. use the existing information to arrive at actionable decision points
GS13. use the existing information for improving customer satisfaction

GS14. use the existing information to optimise solution and company business

GS15. analyse problems and identify causes and possible solutions

GS16. apply, analyse and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

GS17. anticipate problems, risks and opportunities and utilise these for mitigation and business optimisation

GS18. communicate with colleagues on the significance of greening of jobs

GS19. identify cause and effect of greening of jobs

GS20. record data on waste disposal at workplace

GS21. demonstrate commitment towards self, and initiative to advance skills levels by exploring various pathways to expand one's own learning

GS22. incorporate feedback into one's mental model of task, and bring it into practice

GS23. be punctual, utilize time and manage workload efficiently

GS24. evaluate strategies to maintain, enhance or reduce the intensity of heightened emotional response

GS25. test a hypothesis about the cause of the problem

GS26. identify and ask significant questions to clarify the various points of view on the problem to better understand the problem

GS27. record data on waste disposal at workplace

GS28. make timely decisions for efficient utilization of resources

GS29. complete statutory documents relevant to safety and hygiene

GS30. read Standard Operating Practices (SOP) documents

GS31. communicate with colleagues on the significance of greening of jobs

GS32. complete tasks efficiently and accurately within stipulated time

GS33. work with supervisors/team members to carry out work related tasks

GS34. identify cause and effect of greening of jobs

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Adhere to standard safety procedures of the company	**13**	**12**	**-**	**5**
PC1. comply with general safety procedures and those for handling an equipment, hazardous material or tool, followed in the company	2	2	-	1
PC2. remove finger rings or any other metal objects likely to interfere with the work before working on the unit	2	4	-	-
PC3. use of safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.	4	2	-	1
PC4. escalate the issue about hazardous materials or things found in the premises or any breach of safety procedure in the company	1	1	-	-
PC5. ensure zero accidents at work	1	1	-	1
PC6. avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence	1	1	-	1
PC7. participate regularly in fire drills or other safety related workshops organised by the company	2	1	-	1
Maintain good health and posture	**6**	**8**	**-**	**1**
PC8. maintain appropriate posture, especially in long hours of sitting or standing position and in handling heavy materials	2	3	-	1
PC9. participate in company organised health sessions such as yoga, physiotherapy or games	2	1	-	-
PC10. handle heavy and hazardous materials with care, while maintaining appropriate posture, using suitable tools and handling equipment such as trolleys, jacks and ladders	2	4	-	-
Effective waste management/recycling practices	**4**	**5**	**-**	**1**
PC11. identify recyclable and non-recyclable, and hazardous waste generated to be segregated accordingly	2	1	-	1

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. dispose non-recyclable waste and hazardous waste as per recommended processes	1	3	-	-
PC13. deposit recyclable and reusable material at identified location	1	1	-	-
Adopt learning and self-direction	**4**	**5**	**-**	**1**
PC14. understand importance of skill advancement and develop mastery	1	1	-	1
PC15. adapt product / service to meet success criteria	1	2	-	-
PC16. understand accountability for timely completion of tasks	1	1	-	-
PC17. manage to express emotions in appropriate ways at workplace and understand the cause for the emotions	1	1	-	-
Develop system thinking in problem solving	**2**	**2**	**-**	**1**
PC18. analyse the problem accurately and communicate different possible solutions to the problem	1	1	-	-
PC19. manage to estimate the cause of the problem and validate	1	1	-	1
Material/Resources conservation practices	**11**	**18**	**-**	**1**
PC20. identify ways to optimize usage of material including water and electricity / energy in various tasks/activities/processes	2	2	-	-
PC21. check for spills/leakages in various tasks/activities/processes and plug them or escalate to appropriate authority	1	2	-	-
PC22. carry out routine cleaning of tools, machines and equipment	3	6	-	-
PC23. check if the equipment/machine is functioning normally before commencing work and rectify wherever required and report malfunctioning (fumes/sparks/emission/vibration/noise) or any lapse in maintenance of equipment	3	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC24. ensure electrical equipment and appliances are properly connected and turned off when not in use	2	4	-	1
NOS Total	**40**	**50**	**-**	**10**

National Occupational Standards (NOS) Parameters

NOS Code	IAS/N9002
NOS Name	Health and safety in workplace
Sector	Instrumentation
Sub-Sector	Instrumentation & Automation
Occupation	Generic
NSQF Level	4
Credits	1
Version	2.0
Last Reviewed Date	NA
Next Review Date	11/08/2025
NSQC Clearance Date	11/08/2020

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

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

PC1. identify employability skills required for jobs in various industries

PC2. identify and explore learning and employability portals

Constitutional values – Citizenship

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

PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.

PC4. follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC5. recognize the significance of 21st Century Skills for employment

PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

PC7. use basic English for everyday conversation in different contexts, in person and over the telephone

PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English

PC9. write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

PC10. understand the difference between job and career

PC11. prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings

PC13. work collaboratively with others in a team

Diversity & Inclusion

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

PC14. communicate and behave appropriately with all genders and PwD

PC15. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

PC16. select financial institutions, products and services as per requirement

PC17. carry out offline and online financial transactions, safely and securely

PC18. identify common components of salary and compute income, expenses, taxes, investments etc

PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

PC20. operate digital devices and carry out basic internet operations securely and safely

PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively

PC22. use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research

PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion

PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

PC26. identify different types of customers

PC27. identify and respond to customer requests and needs in a professional manner.

PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

GS3. behave politely and appropriately with all
GS4. how to work in a virtual mode
GS5. perform calculations efficiently
GS6. solve problems effectively
GS7. pay attention to details
GS8. manage time efficiently
GS9. maintain hygiene and sanitization to avoid infection

Assessment Criteria

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

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

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

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

IAS/N5617: Commission, test and troubleshoot the HMI/SCADA project on-site

Description

This OS unit is about commissioning and testing HMI/SCADA project on-site

Scope

The scope covers the following :

- Upload the HMI/SCADA project to panel and test its operations
- Develop the fault monitoring program
- Troubleshoot HMI/SCADA project on-site

Elements and Performance Criteria

Upload the HMI/SCADA project to panel and test its operations

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

PC1. upload the HMI/SCADA project from laptop to the HMI panel and PC at appropriate location

PC2. verify installation and operation of approved software and licenses on plant's operator PC

PC3. initiate the HMI/SCADA project in run mode and perform PLC connection, input output, and picture navigation check on HMI/SCADA system

PC4. test the animation on the pictures, values/alarms storage, security level and the report printout

Develop the fault monitoring program

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

PC5. create objects on the HMI/SCADA project to monitor failure of PLC connection with HMI panel or PC system

PC6. develop pictures in software to monitor the performance of the PC system in SCADA project

PC7. create fault monitoring program in HMI/SCADA project for diagnosing faults in components

PC8. install recommended antivirus software to protect PC

Troubleshoot HMI/SCADA project on-site

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

PC9. verify power supply and test the communication between PLC, HMI panel and PC system

PC10. perform preliminary test on the HMI panel and its connection

PC11. transfer the latest backup to the PC system to start the project

PC12. check PLC connection and various activities in the project

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. company's reporting structure, departments involved with engineering, documentation policy, line of business, product offerings as well as quality and standards

KU2. basics of electricity, electronics, instrumentation, computer and operating systems

KU3. standard operating procedure (SOP) of the organisation for process automation HMI/SCADA testing

KU4. HMI/SCADA system and technologies used in the automation process

KU5. application software, installation, testing and debugging

KU6. general arrangement drawing and piping and instrumentation diagram (P&ID)

KU7. testing process and parameters involved in the testing

KU8. sources and methods for obtaining required technical information for the HMI/SCADA project to be tested

KU9. relevant documents to be referred for testing PLC program and SCADA project

Generic Skills (GS)

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

GS1. write and read emails, letters, technical documentation, user requirements, test reports, regulatory compliance documents schedules, timelines, diagrams and other official documents clearly

GS2. keep colleagues informed about progress of logic testing

GS3. discuss with colleagues appropriately in order to understand the nature of the problem and make a diagnosis

GS4. report issues and problems to managers in clear terms

GS5. make decisions pertaining to the scope of work and appropriate solution to faults in programming

GS6. evaluate the readiness of HMI/SCADA project for installation

GS7. plan and organise project related to requirements, design and integration, testing, installation and commissioning, customer acceptance test and customer feedback

GS8. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)

GS9. solve issues of co-workers who are lacking the technical knowledge

GS10. identify immediate or temporary solutions to resolve faults

GS11. use the existing information to optimise the project and arrive at actionable decision points

GS12. apply, analyse and evaluate the information gathered from observation, experience, reasoning or communication, as a guide to think and act accordingly

GS13. anticipate problems, risks and opportunities and utilise these for optimisation of HMI/SCADA program

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Upload the HMI/SCADA project to panel and test its operations	**12**	**16**	**-**	**4**
PC1. upload the HMI/SCADA project from laptop to the HMI panel and PC at appropriate location	2	4	-	1
PC2. verify installation and operation of approved software and licenses on plant's operator PC	2	-	-	-
PC3. initiate the HMI/SCADA project in run mode and perform PLC connection, input output, and picture navigation check on HMI/SCADA system	4	6	-	2
PC4. test the animation on the pictures, values/alarms storage, security level and the report printout	4	6	-	1
Develop the fault monitoring program	**14**	**20**	**-**	**3**
PC5. create objects on the HMI/SCADA project to monitor failure of PLC connection with HMI panel or PC system	4	6	-	1
PC6. develop pictures in software to monitor the performance of the PC system in SCADA project	4	4	-	1
PC7. create fault monitoring program in HMI/SCADA project for diagnosing faults in components	4	6	-	1
PC8. install recommended antivirus software to protect PC	2	4	-	-
Troubleshoot HMI/SCADA project on-site	**14**	**14**	**-**	**3**
PC9. verify power supply and test the communication between PLC, HMI panel and PC system	4	4	-	1
PC10. perform preliminary test on the HMI panel and its connection	4	4	-	-
PC11. transfer the latest backup to the PC system to start the project	4	2	-	1

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. check PLC connection and various activities in the project	2	4	-	1
NOS Total	**40**	**50**	**-**	**10**

National Occupational Standards (NOS) Parameters

NOS Code	IAS/N5617
NOS Name	Commission, test and troubleshoot the HMI/SCADA project on-site
Sector	Instrumentation
Sub-Sector	Instrumentation & Automation
Occupation	Installation and Commissioning(Instrumentation and Automation)
NSQF Level	4
Credits	5
Version	2.0
Last Reviewed Date	NA
Next Review Date	20/11/2025
NSQC Clearance Date	20/11/2020

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down a proportion of marks for Theory and Skills Practical for each PC.

2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.

3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

4. Individual assessment agencies will create unique question papers for 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 70% of aggregate marks to successfully clear the assessment.

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

(**Please note**: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
IAS/N5616.Develop HMI/SCADA project	40	50	-	10	100	30
IAS/N9001.Work effectively with teams	40	50	-	10	100	15
IAS/N9002.Health and safety in workplace	40	50	-	10	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	10
IAS/N5617.Commission, test and troubleshoot the HMI/SCADA project on-site	40	50	-	10	100	35
Total	**180**	**230**	**0**	**0**	**450**	**100**

Acronyms

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

Glossary

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

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