

Qualification Pack

Digital Designer-Apparel Trends

QP Code: AMH/Q1232

Version: 1.0

NSQF Level: 5

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AMH/Q1232: Digital Designer-Apparel Trends

Brief Job Description

A Digital Designer-Apparel Trends is responsible for researching, conceptualizing, and designing fashion collections using digital tools, trend forecasting data, and market insights. These professional bridges fashion aesthetics with digital proficiency, ensuring that apparel designs align with contemporary trends, sustainability goals, and target market preferences. The role emphasizes rapid visualization, AI-supported trend analysis, and efficient digital presentation of concepts for development and marketing.

Personal Attributes

A Digital Designer-Apparel Trends should possess strong creative and aesthetic sensibility combined with digital proficiency and adaptability to emerging design technologies. The individual must demonstrate awareness of fashion trends, market insights, and sustainability principles to develop relevant and responsible apparel concepts.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [AMH/N1238: Analyze Fashion Trends and Consumer Insights](#)
2. [AMH/N1239: Create Digital Concept Boards and Design Directions](#)
3. [AMH/N1240: Develop Digital Apparel Prototypes and Visualizations](#)
4. [AMH/N1241: Collaborate with Cross-Functional Teams for Trend Application](#)
5. [AMH/N1242: Finalize and Present Trend-Aligned Digital Collections](#)
6. [AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities \(PwD\) Sensitization](#)
7. [AMH/N0621: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices](#)
8. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Apparel
Sub-Sector	Apparel

Qualification Pack

Occupation	Designing
Country	India
NSQF Level	5
Credits	19
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7532.0103
Minimum Educational Qualification & Experience	Diploma with 1 Year of experience in relevant field OR 12th grade Pass with 3 Years of experience in relevant field OR Completed 3 year diploma after 10th with 1.5 years of experience in relevant field OR Previous relevant Qualification of NSQF Level (Level 4) with 3 Years of experience in relevant field
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	20 Years
Last Reviewed On	13/02/2026
Next Review Date	13/02/2029
NSQF Approval Date	13/02/2026
Version	1.0
Reference code on NQR	QG-05-AP-04759-2026-V1-AMHSSC
NQR Version	1

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AMH/N1238: Analyze Fashion Trends and Consumer Insights

Description

This NOS enables learners to systematically analyze fashion trends and consumer insights to guide apparel design and production. It covers research on seasonal colour forecasts, material innovations, cultural influences, sustainability trends, and digital media signals. Learners will interpret sales data, consumer behavior, and social movements to provide actionable insights for brand alignment and market positioning.

Scope

The scope covers the following :

- Trend identification, segmentation of consumer lifestyles, micro- and macro-trend analysis, integration of local and global cultural factors, evaluation of social and environmental movements affecting fashion, analysis of digital engagement, and documentation of findings in trend reports and visual mood boards. This competency ensures informed design decisions, market relevance, and consumer-centric apparel strategy.

Elements and Performance Criteria

Analyze Fashion Trends and Consumer Insights

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

- PC1.** Identify seasonal colour forecasts and material innovations by researching sources.
- PC2.** Classify consumer lifestyle segments (youth, professionals, luxury buyers, eco-conscious) based on market research and apparel consumption patterns.
- PC3.** Analyze between micro-trends (fast-changing) and macro-trends (long-lasting) by evaluating frequency, duration, and adoption rate.
- PC4.** Analyze local cultural influences (festivals, climate, regional styles) with global fashion trends to assess relevance for target markets.
- PC5.** Analyze digital media platforms to extract emerging trend signals and consumer engagement data.
- PC6.** Interpret sales data, online reviews, and e-commerce analytics to derive consumer preferences in silhouettes, fabrics, and pricing.
- PC7.** Evaluate the impact of social, cultural, and environmental movements (gender neutrality, body positivity, sustainability) on apparel demand.
- PC8.** Categorize trends across apparel segments such as womenswear, menswear, activewear, and kids wear, ensuring alignment with demographic needs.
- PC9.** Evaluate sustainability-driven fashion directions (organic fabrics, upcycling, slow fashion) for commercial feasibility and consumer acceptance.
- PC10.** Document consolidated trend reports and present visual mood boards highlighting key colours, fabrics, silhouettes, and consumer insights.

Knowledge and Understanding (KU)

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The individual on the job needs to know and understand:

- KU1.** Understand the sources, publications, and platforms to identify upcoming colours, textures, and sustainable materials.
- KU2.** Differentiate consumer groups such as youth, professionals, luxury buyers, and eco-conscious consumers, considering preferences, spending patterns, and apparel needs.
- KU3.** Recognize fast-changing trends versus long-lasting trends, evaluate their frequency, adoption rate, and potential commercial impact.
- KU4.** Understand how local festivals, climate, traditions, and regional styles influence fashion choices.
- KU5.** Monitor international fashion weeks, designers, and global media to align products with worldwide trends.
- KU6.** Learn to extract trend signals from social media, online platforms, influencer content, and engagement data.
- KU7.** Analyze sales reports, online reviews, and e-commerce analytics to assess consumer preferences in silhouettes, fabrics, and pricing.
- KU8.** Evaluate the influence of gender neutrality, body positivity, slow fashion, and eco-conscious movements on apparel demand.
- KU9.** Categorize trends across womenswear, menswear, activewear, and kidswear to match demographic requirements.
- KU10.** Learn to create consolidated reports, visual mood boards, and presentations to communicate insights to design and merchandising teams.

Generic Skills (GS)

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

- GS1.** Systematically identify and collect information from reliable sources on colours, fabrics, and fashion innovations.
- GS2.** Analyze consumer behavior and trend data to draw actionable insights for design decisions.
- GS3.** Apply consumer segmentation techniques to differentiate apparel needs and lifestyle choices.
- GS4.** Compare micro- and macro-trends to determine market relevance and product longevity.
- GS5.** Incorporate cultural and regional influences into trend forecasting and design relevance.
- GS6.** Use digital tools and social media analytics to extract emerging trend signals.
- GS7.** Prepare professional trend reports and visual mood boards to present findings.
- GS8.** Evaluate which trends and consumer insights should influence design directions.
- GS9.** Present trend insights effectively to cross-functional teams including designers, merchandisers, and buyers.
- GS10.** Keep updated with emerging trends, technological tools, and evolving consumer behavior.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Analyze Fashion Trends and Consumer Insights</i>	25	35	-	10
PC1. Identify seasonal colour forecasts and material innovations by researching sources.	3	3	-	1
PC2. Classify consumer lifestyle segments (youth, professionals, luxury buyers, eco-conscious) based on market research and apparel consumption patterns.	3	4	-	1
PC3. Analyze between micro-trends (fast-changing) and macro-trends (long-lasting) by evaluating frequency, duration, and adoption rate.	3	4	-	1
PC4. Analyze local cultural influences (festivals, climate, regional styles) with global fashion trends to assess relevance for target markets.	3	4	-	1
PC5. Analyze digital media platforms to extract emerging trend signals and consumer engagement data.	2	4	-	1
PC6. Interpret sales data, online reviews, and e-commerce analytics to derive consumer preferences in silhouettes, fabrics, and pricing.	3	5	-	1
PC7. Evaluate the impact of social, cultural, and environmental movements (gender neutrality, body positivity, sustainability) on apparel demand.	2	2	-	1
PC8. Categorize trends across apparel segments such as womenswear, menswear, activewear, and kids wear, ensuring alignment with demographic needs.	3	4	-	1
PC9. Evaluate sustainability-driven fashion directions (organic fabrics, upcycling, slow fashion) for commercial feasibility and consumer acceptance.	1	3	-	1
PC10. Document consolidated trend reports and present visual mood boards highlighting key colours, fabrics, silhouettes, and consumer insights.	2	2	-	1

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	25	35	-	10

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National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1238
NOS Name	Analyze Fashion Trends and Consumer Insights
Sector	Apparel
Sub-Sector	
Occupation	Designing
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	13/02/2026
Next Review Date	13/02/2031
NSQC Clearance Date	13/02/2026

Qualification Pack

AMH/N1239: Create Digital Concept Boards and Design Directions

Description

This NOS equips learners with the ability to create professional digital concept boards and design directions for apparel collections. It involves collecting trend data, colour palettes, fabric swatches, and design inspirations, and applying digital tools to develop mood boards that communicate design narratives clearly. Sustainability, brand alignment, and production feasibility are integrated into the concept development process.

Scope

The scope covers the following :

- Researching trends, organizing digital libraries, applying colour, pattern, and texture digitally, creating concept boards, integrating ethical and sustainability markers, refining digital layouts, illustrating garment ideas, comparing designs with competitors, sequencing boards logically, and presenting them to stakeholders for approval. This competency ensures design decisions are visually communicated and commercially viable.

Elements and Performance Criteria

Create Digital Concept Boards and Design Directions

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

- PC1.** Collect relevant trend data, colour forecasts, and fabric swatches from digital platforms for inclusion in design boards.
- PC2.** Apply digital tools appropriate for creating mood boards and visual compositions.
- PC3.** Organize and maintain structured digital libraries of trend images, fabrics, and trims for easy retrieval.
- PC4.** Analyze and digitally apply colour palettes, textures, and patterns by experimenting with trend elements.
- PC5.** Develop digital concept boards that visually communicate design directions, including theme, silhouette, and fabric references.
- PC6.** Integrate sustainability and ethical fashion markers into digital boards to align with responsible fashion practices.
- PC7.** Refine digital layouts by applying principles of visual hierarchy, balance, and storytelling.
- PC8.** Illustrate garment design ideas digitally to strengthen design narratives.
- PC9.** Compare proposed design directions with competitor products to establish clear differentiation.
- PC10.** Synthesize trend insights with consumer profiles to ensure design boards reflect brand positioning.
- PC11.** Sequence digital boards logically to ensure professional flow.
- PC12.** Evaluate concept boards for balance across silhouettes, price points, and consumer appeal.
- PC13.** Present finalized digital concept boards to stakeholders with clear justification of design decisions.

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- PC14.** Archive and catalogue finalized digital concept boards systematically for future seasonal references.
- PC15.** Collaborate with cross-functional teams to align design directions with production feasibility.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Understand methods to collect trend data, fabric swatches, and colour forecasts from digital and industry sources.
- KU2.** Knowledge of software and applications suitable for designing visual boards and compositions.
- KU3.** Principles of structuring, cataloguing, and maintaining digital assets for efficient retrieval.
- KU4.** Understand digital techniques to apply and experiment with colour palettes, textures, and patterns.
- KU5.** Learn to integrate theme, silhouette, and fabric references to communicate design directions effectively.
- KU6.** Knowledge of integrating eco-friendly and ethical fashion elements into design boards.
- KU7.** Understand balance, storytelling, and layout principles to enhance visual communication.
- KU8.** Skills to illustrate garment ideas digitally to convey design narratives.
- KU9.** Techniques to compare design boards with competitor offerings to establish differentiation.
- KU10.** Understand methods to present and systematically archive finalized boards for future reference.

Generic Skills (GS)

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

- GS1.** Collect and organize relevant trend and consumer data for design ideation.
- GS2.** Utilize software tools for mood boards, design visualization, and digital illustration.
- GS3.** Maintain structured digital libraries to ensure quick and efficient access to assets.
- GS4.** Apply colour, pattern, and texture combinations to enhance design aesthetics.
- GS5.** Include ethical and sustainable elements in design boards for brand alignment.
- GS6.** Compare proposed designs against competitors to ensure uniqueness.
- GS7.** Communicate design ideas through clear, visually compelling boards.
- GS8.** Work with cross-functional teams to ensure design feasibility.
- GS9.** Present concept boards clearly to internal and external stakeholders.
- GS10.** Systematically archive boards for seasonal reference and future collections.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create Digital Concept Boards and Design Directions</i>	28	50	-	12
PC1. Collect relevant trend data, colour forecasts, and fabric swatches from digital platforms for inclusion in design boards.	2	4	-	1
PC2. Apply digital tools appropriate for creating mood boards and visual compositions.	2	5	-	1
PC3. Organize and maintain structured digital libraries of trend images, fabrics, and trims for easy retrieval.	2	4	-	1
PC4. Analyze and digitally apply colour palettes, textures, and patterns by experimenting with trend elements.	2	3	-	1
PC5. Develop digital concept boards that visually communicate design directions, including theme, silhouette, and fabric references.	2	4	-	1
PC6. Integrate sustainability and ethical fashion markers into digital boards to align with responsible fashion practices.	2	2	-	-
PC7. Refine digital layouts by applying principles of visual hierarchy, balance, and storytelling.	1	2	-	-
PC8. Illustrate garment design ideas digitally to strengthen design narratives.	1	2	-	1
PC9. Compare proposed design directions with competitor products to establish clear differentiation.	2	3	-	-
PC10. Synthesize trend insights with consumer profiles to ensure design boards reflect brand positioning.	2	3	-	1
PC11. Sequence digital boards logically to ensure professional flow.	1	3	-	1
PC12. Evaluate concept boards for balance across silhouettes, price points, and consumer appeal.	3	3	-	1

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Present finalized digital concept boards to stakeholders with clear justification of design decisions.	2	4	-	1
PC14. Archive and catalogue finalized digital concept boards systematically for future seasonal references.	2	4	-	1
PC15. Collaborate with cross-functional teams to align design directions with production feasibility.	2	4	-	1
NOS Total	28	50	-	12

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National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1239
NOS Name	Create Digital Concept Boards and Design Directions
Sector	Apparel
Sub-Sector	
Occupation	Designing
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	13/02/2026
Next Review Date	13/02/2031
NSQC Clearance Date	13/02/2026

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AMH/N1240: Develop Digital Apparel Prototypes and Visualizations

Description

This NOS focuses on developing realistic digital apparel prototypes using 2D and 3D design tools. Learners will import sketches, CAD patterns, or vector files into digital software, apply fabrics, trims, and embellishments, and create 3D garment simulations. The NOS emphasizes accuracy, functional evaluation, consumer-ready variations, and sustainability considerations, ensuring prototypes align with design directions and technical specifications.

Scope

The scope covers the following :

- Importing and preparing digital sketches, selecting and mapping fabric textures and trims, digitally stitching patterns into 3D garments, evaluating drape and fit across body types, simulating construction techniques, experimenting with colourways and prints, refining designs based on feedback, generating multiple style variations, testing wearability, exporting photorealistic renders, documenting specifications, and archiving prototypes for future collections.

Elements and Performance Criteria

Develop Digital Apparel Prototypes and Visualizations

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

- PC1.** Import and prepare digital design sketches, CAD patterns, or vector files into 3D apparel software for prototyping.
- PC2.** Select and map fabric textures, trims, and embellishments from digital libraries to simulate accurate garment properties.
- PC3.** Digitally stitch 2D garment patterns to create 3D prototypes while ensuring alignment with technical specs.
- PC4.** Apply digital fitting tools to evaluate garment drape, stretch, and silhouette across different body sizes and postures.
- PC5.** Simulate garment construction techniques in the virtual environment.
- PC6.** Experiment with colourways, prints, and surface design digitally to create market-ready variations.
- PC7.** Compare digital prototypes against original design directions and tech packs to identify deviations.
- PC8.** Refine garment elements in the prototype based on feedback or revisions.
- PC9.** Generate multiple style variations and visual presentations for buyer or stakeholder evaluation.
- PC10.** Apply sustainability simulations during prototyping.
- PC11.** Test motion and wearability digitally to evaluate functional performance.
- PC12.** Export and render final prototypes with photorealistic quality for presentations and e-commerce platforms.
- PC13.** Document digital prototype specifications with detailed annotations for production teams.

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PC14. Archive finalized digital prototypes systematically for reuse in future collections.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Understand functionalities of 3D apparel software, CAD systems, and vector file management.
- KU2.** Knowledge of digital simulation of fabrics, textures, embellishments, and their behaviour in prototypes.
- KU3.** Principles of converting 2D patterns into accurate 3D garment representations.
- KU4.** Understand how garments interact with body shapes, postures, and movement.
- KU5.** Knowledge of digital replication of stitching, seam finishes, and garment assembly.
- KU6.** Techniques for experimenting with prints, colours, and patterns digitally.
- KU7.** Skills to compare digital prototypes with original design directions and tech packs.
- KU8.** Principles for modifying prototypes based on stakeholder feedback and quality standards.
- KU9.** Understanding of evaluating material use, waste reduction, and eco-friendly options digitally.
- KU10.** Know how to systematically record prototype specifications and organize files for reuse.

Generic Skills (GS)

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

- GS1.** Ability to operate 2D and 3D apparel design software efficiently.
- GS2.** Ensure digital prototypes accurately replicate intended design and technical specifications.
- GS3.** Evaluate multiple style variations and identify deviations from original designs.
- GS4.** Apply corrective actions during digital prototyping to overcome issues with fit, textures, or colours.
- GS5.** Explore colourways, prints, and embellishments to create appealing and market-ready designs.
- GS6.** Apply eco-friendly simulations and test material efficiency in digital prototypes.
- GS7.** Integrate feedback from design, merchandising, and production teams effectively.
- GS8.** Prepare photorealistic renders suitable for buyers, stakeholders, and e-commerce platforms.
- GS9.** Maintain comprehensive digital records of prototypes for reference and production.
- GS10.** Complete iterative design tasks within project timelines.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Develop Digital Apparel Prototypes and Visualizations</i>	40	50	-	10
PC1. Import and prepare digital design sketches, CAD patterns, or vector files into 3D apparel software for prototyping.	3	4	-	1
PC2. Select and map fabric textures, trims, and embellishments from digital libraries to simulate accurate garment properties.	3	4	-	1
PC3. Digitally stitch 2D garment patterns to create 3D prototypes while ensuring alignment with technical specs.	3	4	-	1
PC4. Apply digital fitting tools to evaluate garment drape, stretch, and silhouette across different body sizes and postures.	2	3	-	1
PC5. Simulate garment construction techniques in the virtual environment.	3	3	-	0.5
PC6. Experiment with colourways, prints, and surface design digitally to create market-ready variations.	4	3	-	1
PC7. Compare digital prototypes against original design directions and tech packs to identify deviations.	4	4	-	1
PC8. Refine garment elements in the prototype based on feedback or revisions.	4	4	-	1
PC9. Generate multiple style variations and visual presentations for buyer or stakeholder evaluation.	3	4	-	0.5
PC10. Apply sustainability simulations during prototyping.	2	5	-	0.5
PC11. Test motion and wearability digitally to evaluate functional performance.	2	4	-	0.5
PC12. Export and render final prototypes with photorealistic quality for presentations and e-commerce platforms.	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Document digital prototype specifications with detailed annotations for production teams.	3	2	-	-
PC14. Archive finalized digital prototypes systematically for reuse in future collections.	2	3	-	1
NOS Total	40	50	-	10

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National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1240
NOS Name	Develop Digital Apparel Prototypes and Visualizations
Sector	Apparel
Sub-Sector	
Occupation	Designing
NSQF Level	5
Credits	4
Version	1.0
Last Reviewed Date	13/02/2026
Next Review Date	13/02/2031
NSQC Clearance Date	13/02/2026

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AMH/N1241: Collaborate with Cross-Functional Teams for Trend Application

Description

This NOS focuses on effective collaboration with design, production, sourcing, marketing, and merchandising teams to ensure trend-aligned apparel concepts are feasible, unique, and commercially viable. It emphasizes interpreting buyer briefs, consolidating feedback, negotiating constraints, and aligning design decisions with business goals while maintaining trend relevance.

Scope

The scope covers the following :

- Interpreting briefs and merchandising inputs, validating materials and production feasibility, coordinating marketing alignment, conducting competitive analysis, negotiating cost and lead time constraints, consolidating cross-functional feedback, refining designs, presenting collaborative outputs, adapting to stakeholder suggestions, and documenting decisions for future collections.

Elements and Performance Criteria

Collaborate with Cross-Functional Teams for Trend Application

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

- PC1.** Interpret buyer briefs and merchandising inputs to align digital design directions with business goals.
- PC2.** Discuss design proposals with sourcing and production teams to validate material feasibility.
- PC3.** Coordinate with marketing teams to ensure design boards support brand storytelling.
- PC4.** Conduct comparative analysis of proposed design directions against competitor collections to ensure uniqueness and differentiation.
- PC5.** Negotiate design feasibility with production teams considering cost, lead time, and resources.
- PC6.** Consolidate feedback from design, QA, merchandising, and buyers to refine digital designs.
- PC7.** Evaluate design decisions to stakeholders using trend data and consumer insights.
- PC8.** Create collaborative presentations for team reviews.
- PC9.** Adapt designs based on stakeholder feedback while maintaining trend relevance.
- PC10.** Document meeting notes, design changes, and approvals for reference in future collections.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Understand responsibilities of design, sourcing, production, merchandising, and marketing teams.
- KU2.** Knowledge of how to interpret buyer requirements and merchandising inputs.
- KU3.** Awareness of material availability, costs, lead times, and production limitations.

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- KU4.** Knowledge of aligning designs with seasonal, cultural, and consumer trends.
- KU5.** Understand methods to evaluate competitor collections and identify differentiation opportunities.
- KU6.** Techniques for clear documentation, meeting notes, and feedback consolidation.
- KU7.** Skills to discuss cost, timelines, and resources while maintaining design intent.
- KU8.** Knowledge of iterative design processes based on cross-functional feedback.
- KU9.** Gain knowledge about techniques for collaborative presentations and stakeholder reviews.
- KU10.** Understanding the procedures to systematically record design changes, approvals, and decisions.

Generic Skills (GS)

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

- GS1.** Ability to work effectively with multiple departments to achieve aligned design outcomes.
- GS2.** Address conflicts between design intent and production feasibility.
- GS3.** Evaluate feedback and stakeholder input to make informed design decisions.
- GS4.** Clearly present design changes, reasoning, and trend rationale.
- GS5.** Modify designs while maintaining trend relevance and brand alignment.
- GS6.** Coordinate with teams to meet project timelines.
- GS7.** Perform comparative analysis against competitors collections.
- GS8.** Find solutions for cost, lead time, and material constraints.
- GS9.** Maintain accurate meeting notes, design approvals, and records.
- GS10.** Engage respectfully with stakeholders, ensuring inclusive and constructive collaboration.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Collaborate with Cross-Functional Teams for Trend Application</i>	24	30	-	6
PC1. Interpret buyer briefs and merchandising inputs to align digital design directions with business goals.	3	4	-	1
PC2. Discuss design proposals with sourcing and production teams to validate material feasibility.	2	3	-	0.5
PC3. Coordinate with marketing teams to ensure design boards support brand storytelling.	2	3	-	-
PC4. Conduct comparative analysis of proposed design directions against competitor collections to ensure uniqueness and differentiation.	3	2	-	1
PC5. Negotiate design feasibility with production teams considering cost, lead time, and resources.	2	3	-	1
PC6. Consolidate feedback from design, QA, merchandising, and buyers to refine digital designs.	3	3	-	0.5
PC7. Evaluate design decisions to stakeholders using trend data and consumer insights.	2	3	-	-
PC8. Create collaborative presentations for team reviews.	2	3	-	0.5
PC9. Adapt designs based on stakeholder feedback while maintaining trend relevance.	2	3	-	0.5
PC10. Document meeting notes, design changes, and approvals for reference in future collections.	3	3	-	1
NOS Total	24	30	-	6

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National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1241
NOS Name	Collaborate with Cross-Functional Teams for Trend Application
Sector	Apparel
Sub-Sector	
Occupation	Designing
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	13/02/2026
Next Review Date	13/02/2031
NSQC Clearance Date	13/02/2026

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AMH/N1242: Finalize and Present Trend-Aligned Digital Collections

Description

This NOS focuses on compiling, refining, and presenting cohesive digital collections that are trend-aligned, commercially viable, and sustainable. It emphasizes organizing prototypes, mood boards, line sheets, and technical details, evaluating collection balance, preparing presentations for stakeholders, and archiving assets for future use.

Scope

The scope covers the following :

- compiling approved digital prototypes and mood boards, sequencing designs for visual coherence, preparing line sheets, evaluating silhouettes, price points, and consumer appeal, integrating sustainability markers, finalizing technical details with production, presenting collections to internal and external stakeholders, and archiving digital assets systematically.

Elements and Performance Criteria

Finalize and Present Trend-Aligned Digital Collections

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

- PC1.** Compile all approved digital prototypes, mood boards, and concept directions into a cohesive collection.
- PC2.** Organize and sequence digital garment designs, to establish a cohesive and visually balanced collection flow.
- PC3.** Design digital line sheets including flats, fabric details, and colourways for buyers.
- PC4.** Evaluate the digital collection for balance across silhouettes, price points, and consumer appeal to ensure market relevance and commercial viability.
- PC5.** Ensure sustainability claims are accurately represented in final collection documents.
- PC6.** Prepare digital presentations for internal and external stakeholders.
- PC7.** Evaluate design choices using consumer data, trend analysis, and brand positioning.
- PC8.** Finalize technical details with production and merchandising teams for collection handover.
- PC9.** Present final digital collection to stakeholders and potential buyers with clarity and professionalism.
- PC10.** Archive digital assets for future collection reference.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Knowledge of organizing digital prototypes, mood boards, and design directions cohesively.
- KU2.** Understanding principles for sequencing designs to create a visually coherent collection.
- KU3.** Knowledge of creating flats, fabric details, and colourways for buyers.
- KU4.** Ability to evaluate designs for market relevance and commercial viability.

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- KU5.** Awareness of sustainable fabrics, production practices, and claims in collection documentation.
- KU6.** Knowledge of preparing professional digital presentations for stakeholders and buyers.
- KU7.** Understanding how to document and hand over details to production and merchandising teams.
- KU8.** Ability to assess balance across silhouettes, price points, and consumer appeal.
- KU9.** Techniques to explain design decisions and ensure clarity during presentations.
- KU10.** Procedures for storing digital assets for future collection reference.

Generic Skills (GS)

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

- GS1.** Ensure all collection elements are complete, accurate, and trend-aligned.
- GS2.** Evaluate design coherence, commercial viability, and sustainability compliance.
- GS3.** Confidently present digital collections to stakeholders and potential buyers.
- GS4.** Work with merchandising, production, and design teams for collection finalization.
- GS5.** Sequence and finalize collections within project deadlines.
- GS6.** Address inconsistencies or gaps in digital assets before presentation.
- GS7.** Ensure collections are appealing, differentiated, and aligned with brand positioning.
- GS8.** Maintain line sheets, technical specs, and archived files accurately.
- GS9.** Make informed choices for finalizing silhouettes, colourways, and designs.
- GS10.** Interact with stakeholders respectfully and maintain transparency in collection rationale.

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Finalize and Present Trend-Aligned Digital Collections</i>	21	23	-	6
PC1. Compile all approved digital prototypes, mood boards, and concept directions into a cohesive collection.	2	3	-	1
PC2. Organize and sequence digital garment designs, to establish a cohesive and visually balanced collection flow.	2	3	-	1
PC3. Design digital line sheets including flats, fabric details, and colourways for buyers.	2	3	-	-
PC4. Evaluate the digital collection for balance across silhouettes, price points, and consumer appeal to ensure market relevance and commercial viability.	4	2	-	1
PC5. Ensure sustainability claims are accurately represented in final collection documents.	1	2	-	1
PC6. Prepare digital presentations for internal and external stakeholders.	2	2	-	-
PC7. Evaluate design choices using consumer data, trend analysis, and brand positioning.	2	2	-	1
PC8. Finalize technical details with production and merchandising teams for collection handover.	1	2	-	1
PC9. Present final digital collection to stakeholders and potential buyers with clarity and professionalism.	2	2	-	-
PC10. Archive digital assets for future collection reference.	3	2	-	-
NOS Total	21	23	-	6

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1242
NOS Name	Finalize and Present Trend-Aligned Digital Collections
Sector	Apparel
Sub-Sector	
Occupation	Designing
NSQF Level	5
Credits	2
Version	1.0
Last Reviewed Date	13/02/2026
Next Review Date	13/02/2031
NSQC Clearance Date	13/02/2026

Qualification Pack

AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization

Description

This unit provides performance criteria, knowledge & understanding, and skills & abilities required to comply with health, safety, and security requirements at the workplace and covers procedures to prevent, control and minimize risk to self and others

Scope

The scope covers the following :

- Potential risks associated with hazardous processes and guidelines for medical emergencies.

Elements and Performance Criteria

Identify process hazards, follow medical emergency and evacuation guidelines, and promote gender and PwD sensitivity.

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

- PC1.** Demonstrate strict adherence to health, safety, gender, and PwD (People with Disability) guidelines governing the workplace environment.
- PC2.** Engage actively in mock drills, evacuation exercises, and group discussions pertaining to workplace safety and security protocols.
- PC3.** Participate in advanced training and sensitization programs focused on gender equality and PwD awareness, facilitating a more inclusive workplace environment.
- PC4.** Execute proper handling and maintenance of materials and equipment in accordance with established protocols and standards.
- PC5.** Exhibit proficiency in performing first-aid, firefighting, and other emergency response procedures, promptly adhering to organizational shutdown and evacuation protocols when necessary.
- PC6.** Monitor workplace conditions, identify risks, report promptly, ensure safety, including for individuals with disabilities, and uphold gender equality principles.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** The importance of gender equality being followed in the organization and policies for reporting any harassment or inappropriate behavior
- KU2.** How to accommodate employees with disabilities; etiquette to adhere to and proper language and terminology
- KU3.** How to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs.

Qualification Pack

- KU4.** Promote a safe, accessible and healthy workplace for disabled employees.
- KU5.** Health and safety related practices applicable at the workplace.
- KU6.** Potential hazards, risks and threats based on nature of operations; the ways to minimize these and response to these scenarios.
- KU7.** The code of conduct (COC) and Social Accountability standards followed by the organization/ industry
- KU8.** Layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points.
- KU9.** Reporting protocol and documentation required.
- KU10.** The occupational health and safety risks and methods; importance of personal protective equipment and method of use.
- KU11.** Identification, handling and storage of hazardous substances.
- KU12.** Proper disposal system for waste and by-products.
- KU13.** Signage related to health and safety and their meaning.
- KU14.** The importance of personal health and hygiene and the ill effects of usage of intoxicants such as alcohol, tobacco and drugs.

Generic Skills (GS)

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

- GS1.** Create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee.
- GS2.** Actively take part in any discussion/workshop organized for gender sensitization training
- GS3.** Read and comprehend written instructions related to gender equality and Pwd awareness/issues in the organization
- GS4.** Identify and report any harassment or inappropriate behavior towards any employee
- GS5.** Identify and report any distinction, exclusion, harassment or inappropriate behavior towards any employee
- GS6.** Document and report any health and safety related incidents/ accidents to the authorized personnel.
- GS7.** Read all organizational and equipment related health and safety manuals and documents
- GS8.** Read instructions, guidelines/procedures/rules related to the worksite and machine operations
- GS9.** Keep abreast with the latest developments for innovative safety services and tools by reading brochures, pamphlets, magazines etc
- GS10.** Discuss the latest approach for safety and security with the team
- GS11.** Evaluate and use correct PPE kit and other safety gear while at the workplace
- GS12.** Work with supervisors/ team mates to carry out work related tasks as per schedule
- GS13.** Keep work area free from potential hazards
- GS14.** Follow organizational procedures pertaining to health and safety.
- GS15.** Take appropriate actions during emergencies, accidents or fire at the workplace
- GS16.** Resolve issues pertaining to malfunctions in machineries and report if required

Qualification Pack

- GS17.** Identify emergency situations; their cause & effect relationship and suggest probable solutions
- GS18.** Analyze, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently
- GS19.** Create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee
- GS20.** Actively take part in any discussion/workshop organized for gender sensitization training
- GS21.** Read and comprehend written instructions related to gender equality issues in the organization

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify process hazards, follow medical emergency and evacuation guidelines, and promote gender and PwD sensitivity.</i>	22	12	-	6
PC1. Demonstrate strict adherence to health, safety, gender, and PwD (People with Disability) guidelines governing the workplace environment.	4	2	-	1
PC2. Engage actively in mock drills, evacuation exercises, and group discussions pertaining to workplace safety and security protocols.	4	2	-	1
PC3. Participate in advanced training and sensitization programs focused on gender equality and PwD awareness, facilitating a more inclusive workplace environment.	4	2	-	1
PC4. Execute proper handling and maintenance of materials and equipment in accordance with established protocols and standards.	3	2	-	1
PC5. Exhibit proficiency in performing first-aid, firefighting, and other emergency response procedures, promptly adhering to organizational shutdown and evacuation protocols when necessary.	4	2	-	1
PC6. Monitor workplace conditions, identify risks, report promptly, ensure safety, including for individuals with disabilities, and uphold gender equality principles.	3	2	-	1
NOS Total	22	12	-	6

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	AMH/N0620
NOS Name	Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization
Sector	Apparel
Sub-Sector	Apparel, Made-Ups & Home Furnishing
Occupation	Department Supervision, Sewing, Specialized Sewing, Sampling, Ironing, Hand Embroidery, Production Supervision, Computerized Embroidery, Laying, Quality Control
NSQF Level	5
Credits	1
Version	1.0
Last Reviewed Date	22/07/2026
Next Review Date	22/07/2029
NSQF Clearance Date	22/07/2026

Qualification Pack

AMH/N0621: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices

Description

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required for complying with legal, regulatory organizational requirements.

Scope

The scope covers the following :

- Observe organizational norms and follow green procedures at workplace.

Elements and Performance Criteria

Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices

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

- PC1.** Execute job responsibilities according to organizational standards, with a strong emphasis on eco-friendly solutions, while strictly adhering to established procedures, policies, and legal regulations.
- PC2.** Implement and uphold organizational policies and procedures, integrating sustainable consumption practices into daily operations.
- PC3.** Actively engage in enhancing organizational performance by driving the transition towards environmentally friendly processes and practices.
- PC4.** Safely handle materials, equipment, computers, and software to maintain a clean and hazard-free work environment, actively supporting the adoption of eco-friendly practices throughout the workplace.
- PC5.** Perform routine maintenance and cleaning tasks within assigned duties and agreed-upon schedules, effectively managing any interruptions to workflow.
- PC6.** Immediately report any instances of unsafe equipment or hazardous incidents to the appropriate personnel to ensure swift resolution and mitigate risks.
- PC7.** Utilize appropriate cleaning equipment and techniques tailored to specific tasks, promoting efficiency and sustainability in workplace maintenance.
- PC8.** Proactively request system or software upgrades as necessary to optimize work efficiency, while also maintaining backup files to ensure data integrity and security when using various design software.
- PC9.** Maintain digital copies of design work in organized files for future reference, ensuring accessibility and preservation of valuable project assets.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

Qualification Pack

- KU1.** Conscious and sustainable decisions/information for achieving an effective and green workplace.
- KU2.** The importance of safe working practices and code of conduct (COC) and Social Accountability standards followed by the organization/ industry
- KU3.** The production procedures and the specific work activities relate to the whole process.
- KU4.** The organization's rules, codes, quality standards, reporting procedures and guidelines (including timekeeping)
- KU5.** The work instructions and specifications and interpret them accurately
- KU6.** To make use of the information detailed in specifications and instructions
- KU7.** The importance of taking action when problems are identified
- KU8.** The importance of running maintenance and regular cleaning and Maintenance procedures
- KU9.** Effects of contamination on products i.e., Machine oil, dirt and different ways of minimizing waste.
- KU10.** The common faults with equipment and the method to rectify.

Generic Skills (GS)

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

- GS1.** Make conscious and sustainable decisions that help reduce, reuse, and recycle the company resources.
- GS2.** Identify and replace processes that create unnecessary waste
- GS3.** Communicate with others in writing (wherever applicable)
- GS4.** Use the accurate terminology
- GS5.** Follow manuals/procedures/and compliance policies
- GS6.** Update actively with modifications through written print and mail communication (digital)
- GS7.** Listen effectively and orally communicate information accurately and Make decisions on a suitable course of action or response.
- GS8.** Communicate proactively on critical issues and Follow rule-based decision-making processes
- GS9.** Identify situation that need escalation on quality issues and seek intervention
- GS10.** Plan and organize your work to achieve targets and deadlines and consult/coordinate for effective delivery.
- GS11.** Apply problem-solving approaches in different situations
- GS12.** Refer anomalies to the particular personnel
- GS13.** Analyze needs, requirements and dependencies in order to meet your work requirements
- GS14.** Seek participation of members from Quality, Production, Audit or any other team for effective solutions
- GS15.** Provide opinions on work in a detailed and constructive way to the concerned personnel

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices</i>	20	10	-	10
PC1. Execute job responsibilities according to organizational standards, with a strong emphasis on eco-friendly solutions, while strictly adhering to established procedures, policies, and legal regulations.	2	1	-	1
PC2. Implement and uphold organizational policies and procedures, integrating sustainable consumption practices into daily operations.	2	1	-	1
PC3. Actively engage in enhancing organizational performance by driving the transition towards environmentally friendly processes and practices.	2	1	-	1
PC4. Safely handle materials, equipment, computers, and software to maintain a clean and hazard-free work environment, actively supporting the adoption of eco-friendly practices throughout the workplace.	3	2	-	2
PC5. Perform routine maintenance and cleaning tasks within assigned duties and agreed-upon schedules, effectively managing any interruptions to workflow.	3	1	-	1
PC6. Immediately report any instances of unsafe equipment or hazardous incidents to the appropriate personnel to ensure swift resolution and mitigate risks.	2	1	-	1
PC7. Utilize appropriate cleaning equipment and techniques tailored to specific tasks, promoting efficiency and sustainability in workplace maintenance.	2	1	-	1
PC8. Proactively request system or software upgrades as necessary to optimize work efficiency, while also maintaining backup files to ensure data integrity and security when using various design software.	2	1	-	1

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. Maintain digital copies of design work in organized files for future reference, ensuring accessibility and preservation of valuable project assets.	2	1	-	1
NOS Total	20	10	-	10

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	AMH/N0621
NOS Name	Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices
Sector	Apparel
Sub-Sector	Apparel, Made-Ups & Home Furnishing
Occupation	Department Supervision, Ironing, Export Operations, Designing, Boutique Operations, Quality Control, Sewing, Laying, Inventory Management, Hand Embroidery
NSQF Level	5
Credits	1
Version	1.0
Last Reviewed Date	22/07/2026
Next Review Date	22/07/2029
NSQF Clearance Date	22/07/2026

Qualification Pack

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

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

Qualification Pack

- 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.

Qualification Pack

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

Qualification Pack

- 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

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	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	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	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	-	-	-	-
<i>Basic English Skills</i>	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	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

Qualification Pack

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	-	-	-	-
<i>Communication Skills</i>	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	-	-	-	-
<i>Diversity & Inclusion</i>	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	-	-	-	-
<i>Financial and Legal Literacy</i>	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	-	-	-	-
<i>Essential Digital Skills</i>	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	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	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	-	-	-	-
<i>Customer Service</i>	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	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	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	-	-

Qualification Pack

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	22/07/2026
Next Review Date	22/07/2029
NSQC Clearance Date	22/07/2026

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIDH or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time

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- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

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

Qualification Pack

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AMH/N1238.Analyze Fashion Trends and Consumer Insights	25	35	-	10	70	14
AMH/N1239.Create Digital Concept Boards and Design Directions	28	50	-	12	90	18
AMH/N1240.Develop Digital Apparel Prototypes and Visualizations	40	50	-	10	100	20
AMH/N1241.Collaborate with Cross-Functional Teams for Trend Application	24	30	-	6	60	12
AMH/N1242.Finalize and Present Trend-Aligned Digital Collections	21	23	-	6	50	10
AMH/N0620.Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization	22	12	-	6	40	8
AMH/N0621.Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices	20	10	-	10	40	8
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	200	240	-	60	500	100

Qualification Pack

Acronyms

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

Qualification Pack

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.

Qualification Pack

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.