Qualification Pack

Cloud Consultant

QP Code: SSC/Q8301

Version: 3.0

NSQF Level: 6

IT-ITeS Sector Skill Council || NASSCOM Plot No - 7, 8, 9 & 10, 3rd Floor, Sector 126 Noida Uttar Pradesh - 201303

Contents

Qualification Pack

SSC/Q8301: Cloud Consultant

Brief Job Description

Individuals in this job role are responsible for advising organization and its leaders on different aspects of cloud computing technologies. They analyze business problems and then advise relevant stakeholders in the organization on implementing cloud technologies. They also create cost models and customer proposals for cloud implementation.

Personal Attributes

Cloud Consultants must be able to communicate effectively. They must have strong interpersonal skills, analytical mindset and a zeal to learn new things.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. SSC/N9014: Maintain an inclusive, environmentally sustainable workplace

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

3. SSC/N8303: Create customer proposals and cost models for cloud implementations

4. SSC/N8302: Conduct pre-sale and post-sale discovery

5. SSC/N8301: Perform business case analysis and provide domain consulting for cloud implementations

Qualification Pack (QP) Parameters

Sector	IT-ITeS
Sub-Sector	Future Skills
Occupation	Cloud Computing
Country	India
NSQF Level	6
Credits	20
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL

Minimum Educational Qualification & Experience	Pursuing first year of 2-year PG program after completing 3 year UG degree OR Completed 4 year UG program (in case of 4-year UG with honours/ honours with research) OR Previous relevant Qualification of NSQF Level (NSQF Level 5) with 3 Years of experience relevant experience in relevant field
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	22 Years
Last Reviewed On	NA
Next Review Date	25/08/2025
NSQC Approval Date	25/08/2022
Version	3.0
Reference code on NQR	QG-06-IT-00502-2023-V1.1-NASSCOM
NQR Version	3

SSC/N9014: Maintain an inclusive, environmentally sustainable workplace

Description

The unit is about implementing and improving diversity equality and inclusion in a sustainable and environment friendly workplace.

Scope

The scope covers the following :

- Sustainable Practices
- Respect diversity and strengthen practices to promote equity (equality)/inclusivity

Elements and Performance Criteria

Sustainable Practices

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

PC1. optimize usage of electricity/energy, materials, and water in various asks / activities / processes and plan the implementation of energy efficient systems in a phased manner

PC2. segregate recyclable, non-recyclable and hazardous waste generated for disposal or efficient waste management

Respect diversity and strengthen practices to promote equity (equality)/inclusivity

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

PC3. understand the diversity policy of the organization and use internal & external communication to colleagues to improve

PC4. comply with PwD inclusive policies for an adaptable and equitable work environment

PC5. improve through specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc.

PC6. use and advocate for appropriate verbal/nonverbal communication, schemes and benefits of PwD.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the organization's policies and procedures about gender inclusivity, equality and sustainability while working with colleagues and your role and responsibilities in relation to this

KU2. inclusive tools and practices of communication to acknowledge/validate, share and promote the cause of gender parity at workplace. For example - supporting women with mentorship programs, speaking out against discriminatory practices or harassment

KU3. the concept of gender, gender equality and gender discrimination, and all forms of gender discrimination, violence and inequality, including the current and historical causes of gender inequality in the workplace

KU4. how to maintain and provide a conducive work environment that is free from any harassment. facilities and amenities to PwD to perform and excel in their role

KU5. organization's redressal mechanisms (like the POSH committee) to address harassment and bias at the workplace, with awareness of prevalent legislations against bias and sexual harassment

KU6. initiatives towards efficient use of natural resources and energy, reduction and prevention of pollution and promoting waste avoidance and recycling measures in line with internationally disseminated technologies and practices

KU7. all about various energy options including renewable and non-renewable with their environmental impacts, health issues, usage, safety and energy security

KU8. implications that any non-compliance with electricity and energy may have on individuals and the organization

KU9. the organization's electricity first aid emergency procedures

KU10. how to monitor, measure and report performance of environmental conservation

KU11. different types of electricity accidents, safety and security and how and when to report these

KU12. how to use the electricity/energy safety, accident reporting, emergency procedures and the importance of these

Generic Skills (GS)

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

GS1. read PwD instructions, guidelines, procedures, diversity policies/acts, rules and service level agreements

GS2. be aware of one's own gender identity and gender role.and respectful of the gender performances of others

GS3. organize team building or sensitization workshops to address gender biases, stereotypes and potentially blind spots

GS4. clarify personal norms and values related to energy production and usage as well as to reflect and evaluate their own energy usage in terms of efficiency and sufficiency

GS5. listen and communicate (oral) effectively and accurately on all PwD policies

GS6. apply balanced judgments in gender diversity situations

GS7. take action to reduce the carbon footprint of business activities and embed environmental responsibility

GS8. calibration session with employees to discuss gender biases, stereotypes and potentially blind spots

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Sustainable Practices	**10**	**30**	**-**	**-**
PC1. optimize usage of electricity/energy, materials, and water in various asks / activities / processes and plan the implementation of energy efficient systems in a phased manner	5	15	-	-
PC2. segregate recyclable, non-recyclable and hazardous waste generated for disposal or efficient waste management	5	15	-	-
Respect diversity and strengthen practices to promote equity (equality)/inclusivity	**10**	**50**	**-**	**-**
PC3. understand the diversity policy of the organization and use internal & external communication to colleagues to improve	5	10	-	-
PC4. comply with PwD inclusive policies for an adaptable and equitable work environment	-	10	-	-
PC5. improve through specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc.	-	20	-	-
PC6. use and advocate for appropriate verbal/nonverbal communication, schemes and benefits of PwD.	5	10	-	-
NOS Total	**20**	**80**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SSC/N9014
NOS Name	Maintain an inclusive, environmentally sustainable workplace
Sector	IT-ITeS
Sub-Sector	IT Services, Business Process Management, Engineering R&D, Software Product Development, Future Skills
Occupation	Generic,
NSQF Level	5
Credits	1
Version	1.0
Last Reviewed Date	27/01/2022
Next Review Date	28/04/2025
NSQC Clearance Date	28/04/2022

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	23/06/2023
Next Review Date	23/06/2026
NSQC Clearance Date	23/06/2023

SSC/N8303: Create customer proposals and cost models for cloud implementations

Description

This unit is about developing strategies to implement cloud solutions and to create proposals for customers

Scope

The scope covers the following :

- Gather requirements
- Develop implementation plan
- Assess risk
- Drive partnership development
- Develop pricing and cost structures
- Define success criteria

Elements and Performance Criteria

Gather requirements

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

PC1. obtain the business requirements of the client for cloud solutions

PC2. collaborate with cross-functional teams to identify resources and delivery models for cloud implementation

Develop implementation plan

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

PC3. define key deliverables as a part of the cloud implementation project

PC4. present a cloud solution implementation plan with proposed timelines

Assess risk

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

PC5. identify the financial risks associated with partnering with the cloud vendor/ service provider

PC6. assess long-term dependency risks associated with partnering with a vendor/ service provider to ensure business continuity of the solution

PC7. understand the security and compliance risks involved in implementing the cloud solution

PC8. evaluate business continuity plan and contingency plan for the cloud solution

Drive partnership development

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

PC9. define the partnership model, processes and methodologies and establish underpinning contracts to be adopted while partnering with a cloud vendor/ service provider

PC10. create a self-complimentary cloud eco-system with multiple vendors

Develop pricing and cost structures

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

PC11. identify appropriate pricing models (such fixed price model, pay per use model etc.)

PC12. create a cost structure with break-up for different items (such as development cost, platform cost etc.) to be mentioned in the customer proposal

PC13. create a ROI (Return on Investment) model for the cloud implementation

Define success criteria

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

PC14. define SLAs (Service Level Agreements) and metrics to measure successful delivery of client requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organizational policies, procedures and guidelines which relate to developing proposals for customers to implement cloud in the organization

KU2. different data sources and how to access documents and information from data sources

KU3. organizational policies and procedures while creating cost structures and documenting key deliverables of the project

KU4. who to involve while analyzing risks and developing business continuity and contingency plans

KU5. the range of standard templates and tools available and how to use them

KU6. how to gather and evaluate business requirements

KU7. how to create a cloud implementation plan

KU8. how to evaluate risks

KU9. how to create contingency plan

KU10. how to create pricing models

KU11. how to calculate return on investment

KU12. how to define SLAs (Service Level Agreements)

KU13. how to establish metrics to measure success

Generic Skills (GS)

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

GS1. analyze business impact and disseminate relevant information to others

GS2. analyze data and understand its implications on business

GS3. apply problem-solving approaches in different situations

GS4. check the work for its completion and accuracy

GS5. build and maintain positive and effective relationships with customers

GS6. check that own/ peers work meets customer requirements

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Gather requirements	**4**	**14**	**-**	**-**
PC1. obtain the business requirements of the client for cloud solutions	2	7	-	-
PC2. collaborate with cross-functional teams to identify resources and delivery models for cloud implementation	2	7	-	-
Develop implementation plan	**4**	**10**	**-**	**-**
PC3. define key deliverables as a part of the cloud implementation project	3	6	-	-
PC4. present a cloud solution implementation plan with proposed timelines	1	4	-	-
Assess risk	**6**	**17**	**-**	**-**
PC5. identify the financial risks associated with partnering with the cloud vendor/ service provider	1	4	-	-
PC6. assess long-term dependency risks associated with partnering with a vendor/ service provider to ensure business continuity of the solution	1	3	-	-
PC7. understand the security and compliance risks involved in implementing the cloud solution	2	5	-	-
PC8. evaluate business continuity plan and contingency plan for the cloud solution	2	5	-	-
Drive partnership development	**2**	**7**	**-**	**-**
PC9. define the partnership model, processes and methodologies and establish underpinning contracts to be adopted while partnering with a cloud vendor/ service provider	1	4	-	-
PC10. create a self-complimentary cloud eco-system with multiple vendors	1	3	-	-
Develop pricing and cost structures	**9**	**18**	**-**	**-**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. identify appropriate pricing models (such fixed price model, pay per use model etc.)	3	6	-	-
PC12. create a cost structure with break-up for different items (such as development cost, platform cost etc.) to be mentioned in the customer proposal	3	6	-	-
PC13. create a ROI (Return on Investment) model for the cloud implementation	3	6	-	-
Define success criteria	**2**	**7**	**-**	**-**
PC14. define SLAs (Service Level Agreements) and metrics to measure successful delivery of client requirements	2	7	-	-
NOS Total	**27**	**73**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SSC/N8303
NOS Name	Create customer proposals and cost models for cloud implementations
Sector	IT-ITeS
Sub-Sector	Future Skills
Occupation	Cloud Computing
NSQF Level	6
Credits	TBD
Version	2.0
Last Reviewed Date	NA
Next Review Date	03/05/2026
NSQC Clearance Date	03/05/2023

SSC/N8302: Conduct pre-sale and post-sale discovery

Description

This unit is about undertaking activities to discover insights related to pre-sale and post-sale of cloud products and services

Scope

The scope covers the following :

- Drive pre-sale discovery
- Estimate post implementation costs
- Develop sales collateral
- Drive post-sale discovery

Elements and Performance Criteria

Drive pre-sale discovery

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

PC1. identify business challenges faced by the customer and asses the current IT state of the organization

Estimate post implementation costs

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

PC2. track costs related to hardware and software acquisition, management and support, training costs and opportunity costs related to downtime, productivity losses etc.

Develop sales collateral

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

PC3. develop demonstrations, presentations, white papers, and other materials required to support sales activities

Drive post-sale discovery

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

PC4. determine business goals to be achieved by cloud adoption

PC5. gather customer feedback and uses cases that can be used to influence or provide feedback on product roadmap items

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organizational policies, procedures and guidelines which relate to gathering business requirements

KU2. different data sources and how to access documents and information from data sources

KU3. organizational policies and procedures while evaluating and documenting the state of IT in the organization

KU4. who to involve while providing feedback on use cases and business requirements

KU5. the range of standard templates and tools available and how to use them

KU6. how to conduct an IT assessment

KU7. how to calculate total cost of ownership

KU8. how to create sales collaterals

KU9. how to define and evaluate business requirements

Generic Skills (GS)

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

GS1. analyze the impact of the various actions performed on the business and disseminate relevant information to others

GS2. apply good attention to detail

GS3. ask for clarification and advice from appropriate people

GS4. contribute to the quality of team work

GS5. work independently and collaboratively

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Drive pre-sale discovery	**6**	**14**	**-**	**-**
PC1. identify business challenges faced by the customer and asses the current IT state of the organization	6	14	-	-
Estimate post implementation costs	**6**	**14**	**-**	**-**
PC2. track costs related to hardware and software acquisition, management and support, training costs and opportunity costs related to downtime, productivity losses etc.	6	14	-	-
Develop sales collateral	**6**	**14**	**-**	**-**
PC3. develop demonstrations, presentations, white papers, and other materials required to support sales activities	6	14	-	-
Drive post-sale discovery	**12**	**28**	**-**	**-**
PC4. determine business goals to be achieved by cloud adoption	6	14	-	-
PC5. gather customer feedback and uses cases that can be used to influence or provide feedback on product roadmap items	6	14	-	-
NOS Total	**30**	**70**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SSC/N8302
NOS Name	Conduct pre-sale and post-sale discovery
Sector	IT-ITeS
Sub-Sector	Future Skills
Occupation	Cloud Computing
NSQF Level	6
Credits	TBD
Version	2.0
Last Reviewed Date	NA
Next Review Date	03/05/2026
NSQC Clearance Date	03/05/2023

SSC/N8301: Perform business case analysis and provide domain consulting for cloud implementations

Description

This unit is about understanding business problems, evaluating business opportunities and developing new use cases for cloud implementation

Scope

The scope covers the following :

- Gather business requirements
- Analyze use cases and implementation methods
- Conduct feasibility analysis
- Prepare cost estimations

Elements and Performance Criteria

Gather business requirements

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

PC1. conduct business contextual discussions with relevant stakeholders to gather business requirements

PC2. conduct an analysis of the business processes and IT implementations of the organization

PC3. conduct an analysis of the business problems faced by the organization

Analyze use cases and implementation methods

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

PC4. track emerging cloud technology trends in the market

PC5. research and identify different cloud solutions and their use cases for fulfilling the requirements of the stakeholder

PC6. suggest suitable use cases and the implementation methodology to relevant stakeholders in the organization

PC7. prioritize the suggested cloud use cases and their order of implementation

PC8. define metrics that are critical for successful implementation of cloud use cases in the organization

Conduct feasibility analysis

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

PC9. evaluate the different cloud solutions on the basis of factors such as tools, cost, saving, risk etc.

PC10. evaluate the potential business gains and financial returns on implementing different cloud solutions

Prepare cost estimations

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

PC11. calculate Total Cost of Ownership (TCO) associated with the cloud implementation

PC12. create a cost estimate for implementing the project

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organizational policies, procedures and guidelines which relate to evaluating and developing new use cases

KU2. different data sources and how to access documents and information from data sources

KU3. organizational policies and procedures for documenting new developed business cases

KU4. who to involve while evaluating the feasibility of new business use cases and development plans

KU5. the range of standard templates and tools available and how to use them

KU6. how to evaluate business processes

KU7. how to evaluate new technologies and use cases

KU8. knowledge of the organization's state of IT

KU9. how to estimate project costs

KU10. how to forecast financial returns and business gains

KU11. how to determine the cost of ownership

Generic Skills (GS)

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

GS1. analyze business impact and disseminate relevant information to others

GS2. apply problem-solving approaches in different situations

GS3. seek clarification and advice on problems from appropriate people

GS4. provide opinions on work in a detailed and constructive way

GS5. work effectively in a customer facing environment

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Gather business requirements	**10**	**21**	**-**	**-**
PC1. conduct business contextual discussions with relevant stakeholders to gather business requirements	4	7	-	-
PC2. conduct an analysis of the business processes and IT implementations of the organization	4	7	-	-
PC3. conduct an analysis of the business problems faced by the organization	2	7	-	-
Analyze use cases and implementation methods	**17**	**31**	**-**	**-**
PC4. track emerging cloud technology trends in the market	1	3	-	-
PC5. research and identify different cloud solutions and their use cases for fulfilling the requirements of the stakeholder	4	7	-	-
PC6. suggest suitable use cases and the implementation methodology to relevant stakeholders in the organization	4	7	-	-
PC7. prioritize the suggested cloud use cases and their order of implementation	4	7	-	-
PC8. define metrics that are critical for successful implementation of cloud use cases in the organization	4	7	-	-
Conduct feasibility analysis	**3**	**10**	**-**	**-**
PC9. evaluate the different cloud solutions on the basis of factors such as tools, cost, saving, risk etc.	2	7	-	-
PC10. evaluate the potential business gains and financial returns on implementing different cloud solutions	1	3	-	-
Prepare cost estimations	**2**	**6**	**-**	**-**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. calculate Total Cost of Ownership (TCO) associated with the cloud implementation	1	3	-	-
PC12. create a cost estimate for implementing the project	1	3	-	-
NOS Total	**32**	**68**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SSC/N8301
NOS Name	Perform business case analysis and provide domain consulting for cloud implementations
Sector	IT-ITeS
Sub-Sector	Future Skills
Occupation	Cloud Computing
NSQF Level	6
Credits	TBD
Version	2.0
Last Reviewed Date	NA
Next Review Date	03/05/2026
NSQC Clearance Date	03/05/2023

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the 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 the theory part for each candidate at each examination/training center (as per the assessment criteria below).

5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.

6. To pass a QP, a trainee should score an average of 70% or more

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
SSC/N9014.Maintain an inclusive, environmentally sustainable workplace	20	80	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	15
SSC/N8303.Create customer proposals and cost models for cloud implementations	27	73	-	-	100	25
SSC/N8302.Conduct pre-sale and post-sale discovery	30	70	-	-	100	25
SSC/N8301.Perform business case analysis and provide domain consulting for cloud implementations	32	68	-	-	100	25
Total	**129**	**321**	**-**	**-**	**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.