

# NSQF QUALIFICATION FILE

Version 6: Draft of 08 March 2016

## CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

### Name and address of submitting body:

Furniture & Fittings Skill Council,  
407-408, 4th Floor, Sikanderpur, DLF City Court, MG Rd,  
Gurgaon, Haryana-122002

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

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**NSDA Reference**

*To be added by  
NSDA*

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

1. Level descriptor of Assistant Carpenter-Wooden Furniture- Annexure 1
2. Qualification Pack of Assistant Carpenter- Wooden Furniture - Annexure 2
3. List of QP/NOS validating companies – Annexure 3

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## SUMMARY

<b>Qualification Title</b>	Assistant Carpenter Wooden Furniture
<b>Qualification Code</b>	<b>FFS/Q0101</b>
<b>Nature and purpose of the qualification</b>	<p>Nature of the qualification</p> <ul style="list-style-type: none"><li>- a Qualification Pack (QP)</li></ul> <p>The main purpose of the qualification</p> <ul style="list-style-type: none"><li>- Assist in indoors and outdoors wood works to create customized item that serve as an integral part of a furniture.</li><li>- They are responsible for assisting the carpenter for making and repairing of furniture and fixtures using different types of wood ranging from chairs, table, stairs, cupboard, and doors, beds etc.</li></ul>
<b>Body/bodies which will award the qualification</b>	Furniture & Fittings Skill Council (FFSC)
<b>Body which will accredit providers to offer courses leading to the qualification</b>	Furniture & Fittings Skill Council (FFSC)
<b>Body/bodies which will carry out assessment of learners</b>	CII, Aspiring Minds, Navriti Technologies, Co Cubes, Mettl, I assess, India Skills
<b>Occupation(s) to which the qualification gives access</b>	Carpentry
<b>Licensing requirements</b>	N/A
<b>Level of the qualification in the NSQF</b>	Level 4
<b>Anticipated volume of training/learning required to complete the qualification</b>	220 hours

<b>Entry requirements and/or recommendations</b>	Class V , preferable
<b>Progression from the qualification</b>	Carpenter- Wooden Furniture (Level 4)
<b>Planned arrangements for the Recognition of Prior learning (RPL)</b>	RPL arrangements and policies are as per the guidelines of MSDE.

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<b>International comparability where known</b>	<b>UK NOS</b> COSVR121 - Install fitted furniture  <b>Australia NOS</b> 4411-15 - Carpenters
<b>Date of planned review of the qualification.</b>	30/06/2017

<b>Formal structure of the qualification</b>			
<b>Title of unit or other component</b> (include any identification code used)	<b>Mandatory/Optional</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
FFS/N0101 - Assist in furniture making activities	<b>Mandatory</b>	<b>140</b>	<b>4</b>
FFS/N8501 - Maintain the work area, tools and machines	<b>Mandatory</b>	<b>56</b>	<b>4</b>
FFS/N8601- Maintain health, safety and security at workplace	<b>Mandatory</b>	<b>8</b>	<b>Common across levels</b>
FFS/N8701 - Carry out work effectively at the workplace	<b>Mandatory</b>	<b>16</b>	<b>Common across levels</b>

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

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

1. Qualification Pack of Assistant Carpenter-Wooden Furniture - Annexure 2

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## SECTION 1

### ASSESSMENT

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

The assessment bodies include CII, Aspiring Minds, Navriti Technologies, Co Cubes, Mettl, I assess, India Skills

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

FFSC recognizes that there may be candidates who have prior learning experience in the Furniture & Fittings Sector and are desirous of being certified. Such candidates can apply to FFSC for testing and certification of their skills, and they will be allotted a Training Provider /TC for being tested. Documentation for such candidates will be done by the Training Provider / TC. Certificates of successful candidates will be dispatched to the TP / TC for distribution to them.

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

Assessment will be based on the concept of Independent Assessors empaneled with Assessment Agencies, identified, selected, trained and certified on Assessment techniques. These assessors would be aligned to assess as per the laid down criteria.

Assessment Agency would conduct assessment only at the training centres of Training Partner or designated testing centers authorized by FFSC.

Ideally, the assessment will be a continuous process comprising of three distinct steps:

- A. Mid- term assessment
- B. Term / Final Assessment

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Therein each Performance Criteria in the NOS will be assigned marks for theory and / or practical based on relative importance and criticality of function.

This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets / question bank so created by the Assessment Agency will be validated by the industry subject matter experts through FFSC, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

The following tools are proposed to be used for final assessment:

- i. *Written Test*: This will comprise of (i) True / False Statements (ii) Multiple Choice Questions (iii) Matching Type Questions. Online system for this will be preferred.
- ii. *Practical Test*: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments.

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Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc. The end product will be measured against the pre-decided MCQ filled by the Assessor to gauge the level of his skill achievements.

iii. *Structured Interview*: This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand.

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

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

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## ASSESSMENT EVIDENCE

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

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

**Title of Component: Assistant Carpenter Wooden Furniture**

### CRITERIA FOR ASSESSMENT OF TRAINEES

**Job Role:** Assistant Carpenter- Wooden Furniture

**Qualification Pack:** FFS/Q0101

**Sector Skill Council:** Furniture & Fittings Skill Council

### Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria.
5. To pass the Qualification Pack, every trainee should score a minimum of 50% aggregate
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

NOS	Performance Criteria	Marks Allocation			
		Total Mark	Out Of	Theory	Skills Practical
FFS/N0101 Assist in furniture making activities	PC1. Unload the raw materials from the vehicle as applicable as per the instructions of the supervisor	50	2	0	2
	PC2. Place the materials in an appropriate manner as per the instructions of the supervisor		2	0	2
	PC3. Unpack the wood sheets and other materials at the work area as per instructions of the supervisor		3	0	3

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	PC4. Assist the carpenter in organizing the tools and equipment required as per the process	1	0	1
	PC5. Clean the work area before starting the process	1	0	1
	PC6. Check if the required tools and equipment are in proper working condition	2	1	1
	PC7. Check the safe functioning of the powered tools	2	0	2
	PC8. Place the floor guard/ other safety mat as applicable on the floor	2	1	1
	PC9. Assist in taking measurement as per the instructions of the carpenter	3	1	2
	PC10. Help in holding the wooden sheets in place as required by the carpenter	2	0	2
	PC11. Bring the required tools for cutting wood sheets	3	1	2
	PC12. Switch on/off the power supply of the tool/ machine based on the requirement and as per instructions of the carpenter	3	1	2
	PC13. Assist the carpenter in cutting the wooden sheets into required shapes and sizes	4	1	3
	PC14. Carry the cut pieces to the area for assembly area as per the instructions of the supervisor	3	1	2
	PC15. Assist the carpenter in assembling different components of the furniture	3	1	2
	PC16. Organize the materials, tools and equipment required for finishing process	3	1	2
	PC17. Assist the carpenter in applying hard putty on the furniture	4	1	3
	PC18. Clean the area if there is any spillage during the finishing process	1	0	1

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	PC19. Clean the furniture in case of dust accumulation as per instructions of the supervisor		1	0	1
	PC20. Clean the work area on a regular basis and as per the requirement of the process		1	1	0
	PC21. Sharpen grinding wheel / stone used for making the furniture as per the instructions of the supervisor		3	0	3
	PC22. Oil and grease equipment to maintain them under supervision of the carpenter		1	1	0
		<b>Total</b>	<b>50</b>	<b>12</b>	<b>38</b>
FFS/N8501 Maintain the work area, tools and machines	PC1. Handle materials, machinery, equipment and tools safely and correctly	<b>23</b>	2	0	2
	PC2. Use correct handling procedures		1	0	1
	PC3. Use materials optimally to minimize waste		2	0	2
	PC4. Prepare and organize work		1	1	0
	PC5. Maintain a clean and hazard free working area		1	1	0
	PC6. Deal with work interruptions		1	1	0
	PC7. Move around the workplace with care		1	0	1
	PC8. Maintain tools equipment and consumables		1	0	1
	PC9. Carry out maintenance and/or cleaning outside responsibility		1	1	0
	PC10. Report unsafe equipment and other dangerous occurrences		1	1	0
	PC11. Ensure that the correct machine guards are in place		1	0	1
	PC12. Work in a comfortable position with the correct posture		1	0	1

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	PC13. Use cleaning equipment and methods appropriate for the work to be carried out		2	1	1
	PC14. Dispose of waste safely in the designated location		1	1	0
	PC15. Store cleaning equipment safely after use		1	0	1
	PC16. Complete and store accurate records and documentation		1	0	1
	PC17. Give inputs and assist in completing documentation		1	0	1
	PC18. Report the need for maintenance and/or cleaning outside your area of responsibility		1	0	1
	PC19. Ensure safe and correct handling of materials, equipment and tools		1	0	1
	PC20. Maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		1	0	1
		<b>Total</b>	<b>23</b>	<b>7</b>	<b>16</b>
FFS/N8601 Maintain health, safety and security at workplace	PC1. Follow health and safety related instructions applicable to the work location at all times	<b>13</b>	1	1	0
	PC2. Carry out own activities in line with approved guidelines and procedures		1	0	1
	PC3. Ensure the worksite is free from health and safety hazards		1	0	1
	PC4. Follow manufacturers' and other relevant instructions relating to safe use of equipment and materials		1	1	0
	PC5. Safely handle and move waste and debris		2	1	1
	PC6. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks		1	1	0

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	PC7. Monitor the workplace and work processes for potential risks and threats		1	0	1
	PC8. Identify and report any hazards and potential risks/ threats to supervisors or other authorized personnel		1	1	0
	PC9. Undertake first aid related to fracture, cuts, bleeding, burn and electrocution, if asked to do so		1	1	0
	PC10. Take appropriate action in case of a fire emergency		1	0	1
	PC11. Use safety equipment and personal protection equipment such as gloves , goggles ,mask and shoes correctly		1	0	1
	PC12. Follow agreed work location procedures in the event of an emergency and of any injury		1	0	1
		<b>Total</b>	<b>13</b>	<b>6</b>	<b>7</b>
FFS/N8701 Carry out work effectively at the workplace	PC1. Ensure all the required resources before beginning work	<b>14</b>	1	0	1
	PC2. Whenever necessary work with others to achieve set work objectives		1	1	0
	PC3. Keep work area in a tidy and organized state		1	0	1
	PC4. Complete allocated tasks within the desired time frame and quality Standards		1	1	0
	PC5. Display courteous behavior at all times		1	1	0
	PC6. Respond politely to customer queries		1	0	1
	PC7. Seek assistance as and when required from appropriate authority at the workplace in an appropriate manner		1	0	1
	PC8. Ask questions and seek clarifications on work tasks whenever required		1	0	1

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	PC9. Follow dress code as applicable at the work location		1	1	0
	PC10. Carry out work functions in accordance with the norms of the organization and work place		1	0	1
	PC11. Follow organizational policies and procedures		2	1	1
	PC12. Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel		1	0	1
	PC13. Identify and report any possible deviations to appropriate authority		1	0	1
		<b>Total</b>	<b>14</b>	<b>5</b>	<b>9</b>

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## SECTION 2

### EVIDENCE OF LEVEL

**Awarding bodies will enter a proposed NSQF level for the qualification in the Qualification File Summary. This section asks for the evidence on which that proposal is based. The evidence must refer to the level descriptors of the NSQF.**

NSDA recommends an approach to working out the level of qualifications which starts with the level descriptor domains (Process, Professional knowledge, Professional skill, Core skill and Responsibility: see annex A).

Level of qualification:

Two

Summary of Direct Evidence (from learning outcomes):

Justify the NSQF level allocated to the QP by building upon the five descriptors of NSQF. Explain the reasons for allocating the level to the QP.

Generic NOS is/are linked to the overall authority attached to the job role

Summary of other evidence (if used):

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## OPTION A

Title/Name of qualification/component: Assistant Carpenter- Wooden Furniture		Level: 2	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Process	Assistant Carpenter is expected to perform activities such as unloading, unpacking of material, placing the material in the appropriate position as per the requirements of the supervisor	The activities identified requires <b><i>routine and repetitive and more of practice with little application of understanding.</i></b> Considering the outcomes the job roles is pegged at level 02	Level 2
Professional knowledge	Assistant Carpenter is expected to have <b><i>basic knowledge of the</i></b> equipment and tools used for furniture making such as Sharpening saws, chisels, bench planes, shoulder planes, scrapers, and spoke shaves as well <b><i>knowledge of maintenance of the tools and equipment</i></b>	Considering the <b><i>basic professional knowledge</i></b> , which Assistant Fitter has for assisting the carpenter and maintenance this QP is pegged at Level 2	Level 2
Professional skill	Assistant Carpenter Furniture making <b><i>identifies the appropriate tools and equipment</i></b> for various jobs like loading and unloading the material, gathering different parts of furniture, assisting in taking measurements etc.	He <b><i>has knowledge of various tools like screws/trimming tools, nails, hinges etc.</i></b> assisting the carpenter with appropriate material.  Thus he is <b><i>practically engaged</i></b> in assisting the carpenter in furniture making	Level 2

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Title/Name of qualification/component: Assistant Carpenter- Wooden Furniture			Level: 2
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Core skill	Assistant Carpenter is expected to understand and respond to the carpenter instructions reading various technical drawings, health & safety instructions, job cards etc. and routine maintenance.	<p>He has to assist in selecting the appropriate tools and equipment on the site and maintain the work area as well as job requirement.</p> <p>All of this requires <b>application of basic arithmetic principles</b>.</p> <p>Assistant Carpenter is required to be flexible in terms of adapting their assistance to different types of furniture design hence they are expected to have a <b>good hand-eye coordination</b></p> <p>Jobholder is expected to conduct themselves in ways, which show a basic understanding of the <b>social and professional environment of working worksite</b>.</p>	Level 2
Responsibility	<p>The jobholder is responsible to:</p> <ul style="list-style-type: none"> <li>Assist in arranging the tools, equipment's for the operation</li> <li>Assist in pre-checking at the worksite</li> <li>Assist in Conducting routine maintenance</li> </ul>	<p>He has the <b>responsibility for own work and function, but under close supervision</b> of carpenter which justifies the pegging of the QP at level 2 and not involved in self-learning. In his routine activity he is responsible for his own work and is not free from furniture making responsibilities (which is a requirement of level 1).he is free from supervision (which is a requirement of level 3).</p>	Level 2

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## SECTION 3

### EVIDENCE OF NEED

<p><b>What evidence is there that the qualification is needed?</b></p> <ul style="list-style-type: none"><li>• Fast track QPs, recommended by the Governing council</li><li>• Part of job roles covering 80% of workforce</li></ul>
<p><b>What is the estimated uptake of this qualification and what is the basis of this estimate?</b></p> <ul style="list-style-type: none"><li>• “Human Resource and skills requirements in the Furniture and Furnishing Sector –2017-22” report by NSDC projects employment growth in furniture manufacturing to be 2.56 Million by 2017-22 *</li></ul>
<p><b>What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?</b></p> <ul style="list-style-type: none"><li>• NSDC list of Approved and Under-Development QPs was checked prior to commissioning the work</li></ul>
<p><b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?</b></p> <ul style="list-style-type: none"><li>• Agencies have been appointed by the SSC to assess the training delivery and implementation</li><li>• Monitoring of evaluation of assessments</li><li>• Employer feedback will be sought post-placement</li><li>• Periodic review is scheduled after two years</li></ul>

Please attach any documents giving further information about any of the topics above.

Give details of the document(s) here:

- List of QP NOS validating companies- Annexure 3
- Human Resource and skills requirements in the Furniture and Furnishing Sector –2017-22” report by NSDC

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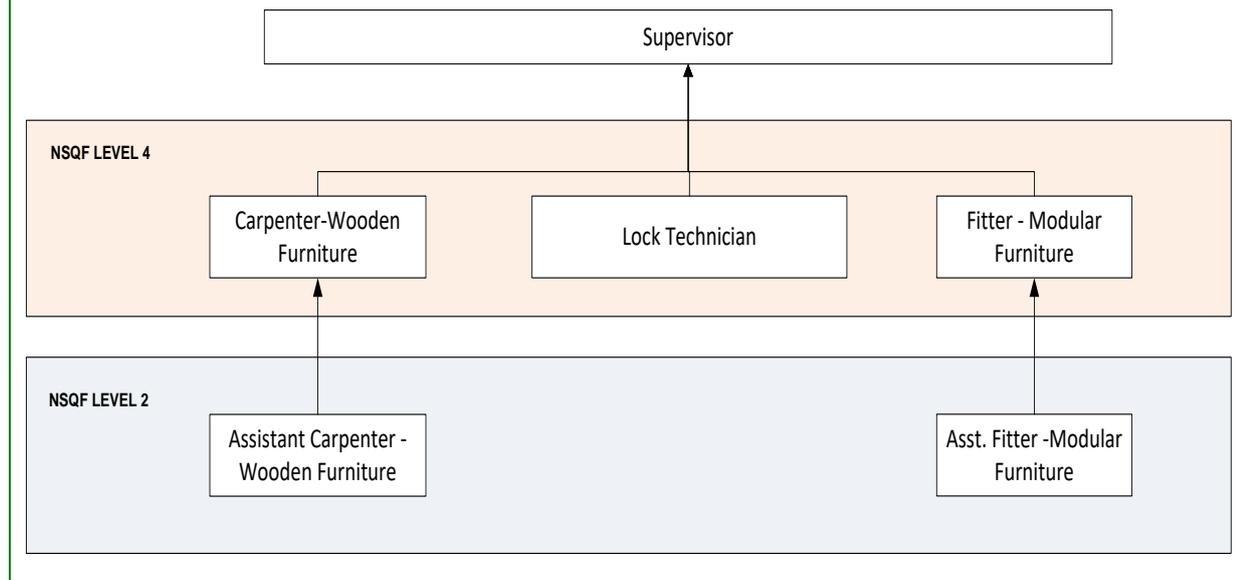
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## SECTION 4

### EVIDENCE OF PROGRESSION

**What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**

Limited occupational mapping was done while designing the national occupational standards as this was fast tracked and more in-depth analysis will be done during next phases of the development.



Please attach any documents giving further information about any of the topics above.

Give details of the document(s) here:

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

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## ANNEX A

### NSQF LEVEL DESCRIPTORS

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

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

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
	non-standard practices.				
<b>7</b>	Requires a command of wide-ranging specialised theoretical and practical skills, involving variable routine and non-routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Good logical and mathematical skill understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
<b>8</b>	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	
<b>9</b>	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	
<b>10</b>	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	