

# **NSQF QUALIFICATION FILE GUIDANCE**

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

1. Career Map of Cabinet Maker-Modular Furniture (Kitchen) - Annexure 1
2. Qualification Pack of Cabinet Maker-Modular Furniture (Kitchen)- Annexure 2
3. List of QP/NOS validating companies – Annexure 3
4. Sector Study- Annexure 4

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

## SUMMARY

<b>Qualification Title</b>	Cabinet Maker-Modular Furniture (Kitchen)
<b>Qualification Code</b>	FFS/Q5102
<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>- Cabinet maker modular furniture(kitchen) is a skilled trade which involves making modular furniture for kitchen such as cabinets, drawer, application of hardware etc. by using power or hand tools or both in accordance to supervisor instructions and client specifications. This would include studying design drawings, cutting ply board, MDF, HDF, laminates etc. and assembling parts of modular furniture</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>	Cabinet Maker-Modular Furniture (Kitchen)
<b>Licensing requirements</b>	N/A
<b>Level of the qualification in the NSQF</b>	Level 3
<b>Anticipated volume of training/learning required to complete the qualification</b>	240 hours
<b>Entry requirements and/or recommendations</b>	Class V , preferable 0-1 year relevant experience

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

<b>Progression from the qualification</b>	Lead Cabinet Maker Modular furniture (Level 4)
<b>Planned arrangements for the Recognition of Prior learning (RPL)</b>	RPL arrangements and policies are under development.
<b>International comparability where known</b>	reference found in Canada SSC - Wood Manufacturing Council
<b>Date of planned review of the qualification.</b>	2 <sup>nd</sup> Feb 2020

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

<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>
<b>FFS/N5102</b> Making of Kitchen Modular Furniture	<b>Mandatory</b>	<b>192</b>	<b>3</b>
<b>FFS/N8601</b> Ensure Health and safety at workplace	<b>Mandatory</b>	<b>16</b>	<b>Common across levels</b>
<b>FFS/N8501</b> Maintain work area, tools and machines	<b>Mandatory</b>	<b>16</b>	<b>Common across levels</b>
<b>FFS/N8801</b> Work effectively with others	<b>Mandatory</b>	<b>16</b>	<b>Common across level 1-4</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 Cabinet Maker-Modular Furniture - Annexure 2

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

## 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.

# NSQF QUALIFICATION FILE GUIDANCE

## Version 6: Draft of 08 March 2016

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.

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.

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

## 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: Cabinet Maker-Modular Furniture** **CRITERIA FOR ASSESSMENT OF TRAINEES**

**Job Role:** Cabinet Maker-Modular Furniture (Kitchen)

**Qualification Pack:** FFS/Q5102

**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. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
6. To pass the Qualification Pack, every trainee should score a minimum of 50% in aggregate
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

Compulsory NOS		Marks Allocation			
Total Marks: 400		Total Marks	Out Of	Theory	Skills Practical
Assessment outcomes	Assessment criteria for outcomes				
<b>1FFS/N5102</b> <b>(Making of kitchen modular furniture)</b>	PC1. take measurements for making layout and designs (e.g. Distance between floor to ceiling, between walls and corners to doors/windows etc.)	<b>100</b>	3	1	2
	PC2. take records of architectural features present in the room or planned to be installed in the room in near future (pipes, ventilation window, radiator, special angles, chimney, exhaust etc.)		3	1	2
	PC3. understand the requirements of the client from supervisor /client e.g. layout, number of workstations, style, aesthetics, colour , kind of raw material etc.		3	1	2
	PC4. assist in deciding the design shape of kitchen and size of kitchen cabinets with consultation of supervisor and or client (U-shape, L-shape, straight line kitchen or kitchen with and island etc.)		4	1	3



# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

<p>PC5. discuss with supervisor and or client regarding placement of cabinet systems division of work zones (cooking, washing, storage etc), shifting of existing electrical outlets, switches, and water and gas connections if necessary</p>	4	1	3
<p>PC6. support in planning storage and other utilities inside the drawer, cabinets ( like cutlery trays, waste bins, plate holders, plus all manner/size of boxes/cabinets, baskets and racks etc.) and outside storage (like wall- mounted dish drainers, cutlery stands, magnetic strips for knives, as well as baskets, hooks and holders etc.)</p>	4	1	3
<p>PC7. provide complete information of measurement, other details and assist in preparing technical drawing&amp; designs (2D/3D)</p>	4	1	3
<p>PC8. study the design &amp; drawing (2D/3D) prepared by supervisor to further understand the requirement and specifications for the work to be done</p>	3	1	2
<p>PC9. suggest supervisor if any amendment is required in design and accordingly in</p>	2	0	2

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

	material specifications considering the quality of work			
	PC10. assist in listing out required raw material, furniture, hardware to meet quality standards (size and standard) and quantity as per specifications	3	1	2
	PC11. check inventory for available materials, hardware and tools (screw, drill, scrapper, pencil, table saw, measuring tape, circular saw, drill, jigsaw, screw-gun etc.) and place order if additional material/hardware required	2	0	2
	PC12. organize materials and fittings hardware required for manufacturing/ assembling in a sequence as per requirement	2	0	2
	PC13. note all the details and assist in doing requisite documentation eg tracking material and hardware usage during manufacturing/ assembling of product	2	0	2
	PC14. support in quality check of materials (MDF, HDF, Plywood, laminates, solid wood, adhesives etc.) before initiating work	4	1	3

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

PC15. support in assessment for minor repairs or changes required in materials w.r.t roughness, size, alignment etc.	3	1	2
PC16. assist in rejecting defective materials and sub-assemblies of poor quality and inform supervisor and raise new request	2	0	2
PC17. ensure that the work area is clean and free from hazards	3	1	2
PC18. ensure that the floor guard/ other floor safety material is spread on the floor to prevent damage to the floor and also use safety equipment and personal protection equipment as needed such as gloves , goggles ,ear plugs, mask correctly in accordance with work policy	3	1	2
PC19. check for safety and proper functioning of the power socket for usage of power tools at work site before initiating work	2	0	2
PC20. prioritise the parts to be manufactured at work site in accordance to design	3	1	2

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

<p>PC21. take the measurement as per design drawing and specification and create marking on the ply board, MDF, HDF etc.</p>	3	1	2
<p>PC22. cut the pieces as per marking and shape oversized material to required dimensions by using appropriate tools. E.g. cutter machine, saw, edge banding, edge sander, planer, adhesives etc.</p>	3	1	2
<p>PC23. make requisite joints if required as per the drawings or client requirements such as dove tail, tenon mortise , half lap joints etc. and undertake check of joints frequently to ensure correct finish and accurate fitting</p>	4	1	3
<p>PC24. arrange and check combination of assembling parts manufactured at work site to rectify defects if any</p>	3	1	2
<p>PC25. assist in smoothening of outer surface of furniture by using plane, shaver etc.</p>	3	1	2
<p>PC26. assist in selection of adhesives/screws/hardware as per requirement and follow the instruction received for</p>	4	1	3

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

	fastening the required furniture parts		
	PC27. support in putting marks and fixing hinges, brackets, etc. wherever required	3	1 2
	PC28. support in conducting checks at regular intervals during the process for eg check for alignment, functioning etc.	3	1 2
	PC29. assist in cleaning, sanding and finishing of manufactured product	3	1 2
	PC30. conduct a visual check and required quality check of all sub parts. E.g. check design against the specifications/drawings, check respect to measurements, levelling, functioning etc. to ensure proper functioning of the installed furniture	3	1 2
	PC31. conduct any touch up/modifications that may be required to get the quality output	2	0 2
	PC32. gather all the tools form the work site and place appropriately	2	0 2

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

	PC33. remove all the debris from the site and clean the work area in accordance with organization policy		2	0	2
	PC34. take note of inputs/ feedback received to incorporate in future and also assist in completing the procedural documents post completion		3	1	2
			<b>100</b>	<b>20</b>	<b>80</b>
<b>2.FFS/N8601</b> <b>Ensure health and safety at workplace</b>	PC1. work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines	100	3	2	1
	PC2. ensure that health and safety instructions applicable to the work place are being followed		3	1	2
	PC3. check the worksite for any possible health and safety hazards		3	1	2
	PC4. follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment		3	1	2

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

<p>PC5. ensure safe handling and disposal of waste and debris</p>	<p>3</p>	<p>0</p>	<p>3</p>
<p>PC6. identify and report any hazards and potential risks/ threats to supervisors or other authorized personnel  Hazards: sharp edged tools, hazardous surfaces, physical hazards, electrical hazards, health hazards from chemicals and other such toxic material etc.</p>	<p>3</p>	<p>1</p>	<p>2</p>
<p>PC7. undertake first aid activities in case of any accident, if required and asked to do so</p>	<p>3</p>	<p>0</p>	<p>3</p>
<p>PC8. select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines  Personal protective equipment: masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons etc.</p>	<p>3</p>	<p>0</p>	<p>3</p>

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

PC9. maintain correct body posture while standing and working for long hours and carrying heavy materials	3	0	3
PC10. lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices	4	2	2
PC11. handle all required tools, machines , materials & equipment safely	4	2	2
PC12. adhere to relevant occupational safety policies while handling sharp tools to make and install furniture and fittings	3	0	3
PC13. take safety measures while handling glass, heavy wood, materials, chemicals etc.	3	0	3
PC14. apply good housekeeping practices at all times Good housekeeping practices: clean/tidy work areas, removal/disposal of waste products, protect surfaces	3	2	1
PC15. report accident/incident report to authorised personal	3	1	2



# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

PC16. perform basic safety checks before operation of all machines, tools and electrical equipment	3	2	1
PC17. follow recommended material handling procedure to control damage and personal injury	3	1	2
PC18. follow safe working practices at all times	3	1	2
PC19. follow appropriate procedure in case a of fire emergency	3	1	2
PC20. follow electrical safety measures while working with electrically powered tools & equipment	4	2	2
PC21. follow agreed work location procedures in the event of an emergency or an accident	3	1	2
PC22. follow emergency and evacuation procedures in case of accidents, fires, natural calamities	3	1	2
PC23. check and ensure general health and safety equipment are available at work site General health and safety equipment: fire	4	1	3

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

	extinguishers; first aid equipment; safety instruments and clothing; safety installations (e.g. fire exits, exhaust fans)			
	PC24. comply with restrictions imposed on harmful chemicals inside work area during working hours	3	0	3
	PC25. correctly demonstrate rescue techniques applied during fire hazard	3	0	3
	PC26. demonstrate good housekeeping in order to prevent fire hazards	3	0	3
	PC27. demonstrate the correct use of a fire extinguisher	3	2	1
	PC28. demonstrate how to free a person from electrocution	3	1	2
	PC29. respond promptly and appropriately to an accident situation or medical emergency	3	0	3
	PC30. participate in emergency procedures Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work	3	0	3

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

<p>PC31. use the various appropriate fire extinguishers on different types of fires correctly</p> <p>Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)</p>	3	1	2
<p>PC32. state methods of accident prevention in the work environment</p> <p>Methods of accident prevention: training in health and safety procedures; using health and safety procedures; use</p>	3	3	0

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

	of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors				
		<b>Total</b>	<b>100</b>	<b>30</b>	<b>70</b>
<b>3.FFS/N8501</b> <b>Maintain work area, tools and machines</b>	PC1. Handle materials, machinery, equipment and tools safely and correctly	100	8	4	4
	PC2. use correct handling procedures		8	4	4
	PC3. use materials to minimize waste		8	4	4
	PC4. prepare and organize work		8	4	4
	PC5. maintain a clean and hazard free working area		8	4	4
	PC6. deal with work interruptions		8	4	4
	PC7. maintain tools equipment and consumables		8	4	4
	PC8. work in a comfortable position with the correct posture		8	4	4
	PC9. use cleaning equipment and methods appropriate for the work to be carried out		8	4	4

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

	PC10. dispose of waste safely in the designated location		8	5	3
	PC11. store cleaning equipment safely after use		7	3	4
	PC12. ensure safe and correct handling of materials, equipment and tools		7	3	4
	PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		6	3	3
		<b>Total</b>	<b>100</b>	<b>50</b>	<b>50</b>
<b>4.FFS/N8801</b> <b>Work effectively with others</b>	PC1. seek assistance from supervisor or any such appropriate authority as and when required	<b>100</b>	3	1	2
	PC2. ask questions and seek clarifications on work tasks whenever required		3	1	2
	PC3. seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel		5	5	0
	PC4. identify and report any possible deviations to appropriate authority		3	1	2
	PC5. address the problems effectively and report if		5	2	3

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

	required to immediate supervisor appropriately			
PC6.	receive instructions clearly from superiors and respond effectively on the same	3	1	2
PC7.	follow escalation matrix in case of any grievance	5	4	1
PC8.	accurately receive information and instructions from the supervisor related to one's work	5	3	2
PC9.	coordinate and cooperate with colleagues to achieve work objectives	5	0	5
PC10.	display courteous behaviour at all times	5	0	5
PC11.	respond politely to customer queries and other team members	5	1	4
PC12.	follow work place dress code	5	0	5
PC13.	keep work area in a tidy and organized state	5	0	5
PC14.	adhere to time lines and quality standards	5	2	3

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

PC15. follow organizational policies and procedures	4	4	0
PC16. share information with team wherever and whenever required to enhance quality and productivity at work place	5	2	3
PC17. work together with co-workers in a synchronized manner	5	0	5
PC18. communicate with others clearly, at a pace and in a manner that helps them to understand	5	2	3
PC19. show respect to other and their work	5	0	5
PC20. display active listening skills while interacting with others at work	5	0	5
PC21. demonstrate responsible and disciplined behaviors at the workplace	5	0	5
PC22. disciplined behaviors: e.g. punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc.	4	1	3
<b>Total</b>	<b>100</b>	<b>30</b>	<b>70</b>

# **NSQF QUALIFICATION FILE GUIDANCE**

Version 6: Draft of 08 March 2016



# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

## 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). Two variants for providing the evidence of level are offered here: Option A and Option B in the following pages. Awarding bodies should choose the option which best suits the qualification.

# NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

## OPTION B

Title/Name of qualification/component: Cabinet Maker-Modular Furniture (Kitchen)			Level: 3
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
<b>Process</b>	S/he would be required to assist senior/lead in gather and organise required tools and equipment's, gathering inputs for kitchen layout , prepare work area, gather tools and equipment's, take measurements, cut/shape furniture parts as per design ,make joints ,checking of joints and parts, assemble some furniture parts in accordance to work and quality standards.	<p>The job holder is responsible for assist in gathering tools and equipment's, preparing work area, taking measurements, cut shape furniture parts, make joints, follow safety standards etc. This involves carrying out limited range of activities in familiar in routine, predictable nature such as preparing for and maintaining work area and process tools/ equipment's, cutting and shaping raw material etc.</p> <p>Hence, it qualifies as a Level 3 role. Since it involves limited range of activities of routine and predictable nature, the role does not qualify for Level 4.</p> <p>As the job holder is expected to work in activities of predictable, routine nature. For Example, the job holder is expected to plan and organise for tools, raw material, prepare and maintain work area and maintain tools/ equipment's. Therefore, it cannot be pegged at level 2.</p>	<b>3</b>
<b>Professional knowledge</b>	The user/individual on the job needs to know and understand the process/steps involved in assembling and installation, knowledge of tools and equipment's and their safe handling, health and safety, quality standards and their relevance, tools, equipment and	The job holder is expected to have basic knowledge of field of knowledge or study. For example, the job holder is expected to have knowledge of raw materials used, tools used, knowledge of taking measurements ,cutting shaping	<b>3</b>

## NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

Title/Name of qualification/component: Cabinet Maker-Modular Furniture (Kitchen)			Level: 3
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	work area maintenance in accordance with procedural requirements and standards compliance, whom to approach for support in order to obtain work related instructions, clarifications and support, relevant people and their responsibilities within the work area.	<p>material , make joints and assembling parts of modular furniture and associated fittings ,safety standards etc.</p> <p>Since all the above mentioned areas are related to basic knowledge of field of knowledge, the role qualifies for Level 3.</p> <p>As the job requires basic knowledge of field of knowledge or study, For Example, the job holder is expected to know about usage of tools and safety standards, understand the organization standards, process standards and procedures followed in the organisation, internal processes like procurement, tool equipment maintenance, key contact points for query resolution, handling all types of raw materials, machines etc. Therefore, it cannot be pegged at level 2.</p>	
<b>Professional skill</b>	The Job holder must have some professional skills for performing the job which includes decision making, planning and organising, customer centricity, analytical thinking, critical thinking and problem solving	<p>The job holder is expected to recall and demonstrate practical skill, carry out routine and repetitive activities in a narrow range of application, using appropriate tools and equipment's. For instance, the job holder has to prepare and maintain work area and gather and maintain process tools, measure cut and shape materials, make joints, attend to the minor/common issues faced at work, organize raw material and equipment, documentation and record keeping of the entire process, etc.</p> <p>All these activities are mostly repetitive and have a narrow range of application, hence qualifying the role for a Level 3.</p>	<b>3</b>

## NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

Title/Name of qualification/component: Cabinet Maker-Modular Furniture (Kitchen)			Level: 3
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
		<p>As the job requires to recall and demonstrate practical skill, routine and repetitive in narrow range application, using appropriate tools.</p> <p>For Example, plan and organize as per the work order, organise raw material and tools, prepare work area, support manager in solving problems by detailing out problems etc. Therefore, it cannot be pegged at level 2.</p>	
<b>Core skill</b>	<p>The job holder should have core skills for performing the job which includes writing skills, reading skills, and oral and communication skills, such as note information communicated, read and interpret process, effectively communicate with team members, hand and eye coordination and attention to detail.</p>	<p>The job holder is expected to have both oral and written communicate skills with minimum basic clarity, have ability to comprehend drawings, arithmetic skills, ability to plan, carry out tasks and good hand eye coordination while working. For instance, s/he should be able to interpret the work requirement and measure and cut, shape material with accuracy, write information documents to internal departments/ internal teams, read and interpret the process flow charts, effectively communicate with the supervisor/peers.</p> <p>Hence, this role qualifies for Level 3.</p> <p>As the job requires language to communicate, written or oral, with basic clarity, skill to basic arithmetic principles, basic understanding of social environment, For Example, the job holder must be able to note the information communicated, internal information documents sent by internal teams, effectively communicate with team members, discuss task lists, schedules and activities, etc.</p>	<b>3</b>

## NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

Title/Name of qualification/component: Cabinet Maker-Modular Furniture (Kitchen)			Level: 3
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
		Therefore, it cannot be pegged at level 2.	
<b>Responsibility</b>	S/he would be required to assist lead/senior in gather and organise required tools and equipment's , prepare work area for assembling and installation, take measurements ,assemble furniture parts and install the same at the work site in accordance to work and quality standards	<p>The job holder is responsible for only own work and learning within defined limits under supervision. S/he is a semi-skilled worker who carries out activities understanding the work order requirements, tool equipment planning and gathering, take measurements, assemble furniture parts and install the same and maintenance of requisite health and safety standards. Hence, this role qualifies for Level 3.</p> <p>As this job is about having responsibility for own working and learning within limits and under supervision, For example, s/he is expected to have responsibility to provide support in planning tasks, tools equipment gathering and functioning, cutting and shaping of furniture as per customer needs. Therefore, it cannot be pegged at level 2.</p>	<b>3</b>

## India-EU Skills Development project: Qualification File

### SECTION 3

#### EVIDENCE OF NEED

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

During the industry interactions carried out while creating occupational maps and prioritization of job roles for Qualification Pack development, the mentioned qualification was indicated as a key requirement by the industry. Governing Council of FFSC shared the final approval for the development of the role. The qualification has also been validated and its need endorsed by some of the leading industry players such as Hettich, Hafele, etc and other small and medium enterprises.

In addition, the skill requirement study has indicated the modular furniture industry is growing and is expected to grow at 50% CAGR till 2019, followed by 25% CAGR till 2025. The market is largely unorganized with the presence of several indigenous and small players. The modular kitchen market in India has many growth drivers. One of the main drivers is the development of the residential construction sector in the country because of which there is an eminent rise in demand for customized modular fittings and kitchens. This has led to the growth of the modular market in India as a whole. Further, the sector is witnessing a strong growth due to changing lifestyles, increased construction activities in metro cities and tier II cities and increasing disposable income along with changing consumer aspirations. Moreover, A number of foreign players are entering the Indian markets via tie ups with Indian players or via setting up their subsidiaries giving a choice to Indian market. Companies from Italy and Germany are present in the Indian market and organized market is growing.

Evidence of the qualification is supported by validations. The complete list of validating companies has been enclosed as an annexure to the Q file.

Industry validation documents will be attached separately.

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

As per Skill Gap Report, the current estimation of modular furniture market in India is approximately Rs.6800 crore. With the growth in modular industry expected to be approximately 50% CAGR till 2019, followed by 25% CAGR till 2025, the future market growth for modular is highly favourable. It is estimated that there would be an approximate increase of 18.5 lacs jobs by the end of FY 22 and 35.6 lacs jobs by end of FY25 in the modular furniture fittings industry employment.

Demand for this job role shall also increase in line with the modular furniture industry.

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

The qualification discussed above is checked for any duplication across sectors. Given the qualification is niche to Furniture sector, there is no duplication or pre-existing similar qualifications.

This QP has been developed keeping in mind the industry requirements

# NSQF QUALIFICATION FILE

Version 6: Draft of 08 March 2016

**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?**

The qualification packs will be reviewed and checked for relevance and currency as per industry standards, after a period of 3 years. Also, there will be a sustainability plan in place to maintain relevance of the final QP.

This QP is set to be revised post January 2020.

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

- List of QP NOS validating companies- Annexure 3
- Sector study – Annexure 4

## 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?**

1. Discussing the growth trajectory within each occupation after studying organisational charts of various industry players across small, medium and large scale organizations.
2. Exploring various lateral career opportunities for the discussed qualification
3. Ensuring that there is a clear role up in terms of performance criteria qualification experience and skill requirement from lower NSQF Level to higher levels in the hierarchy.

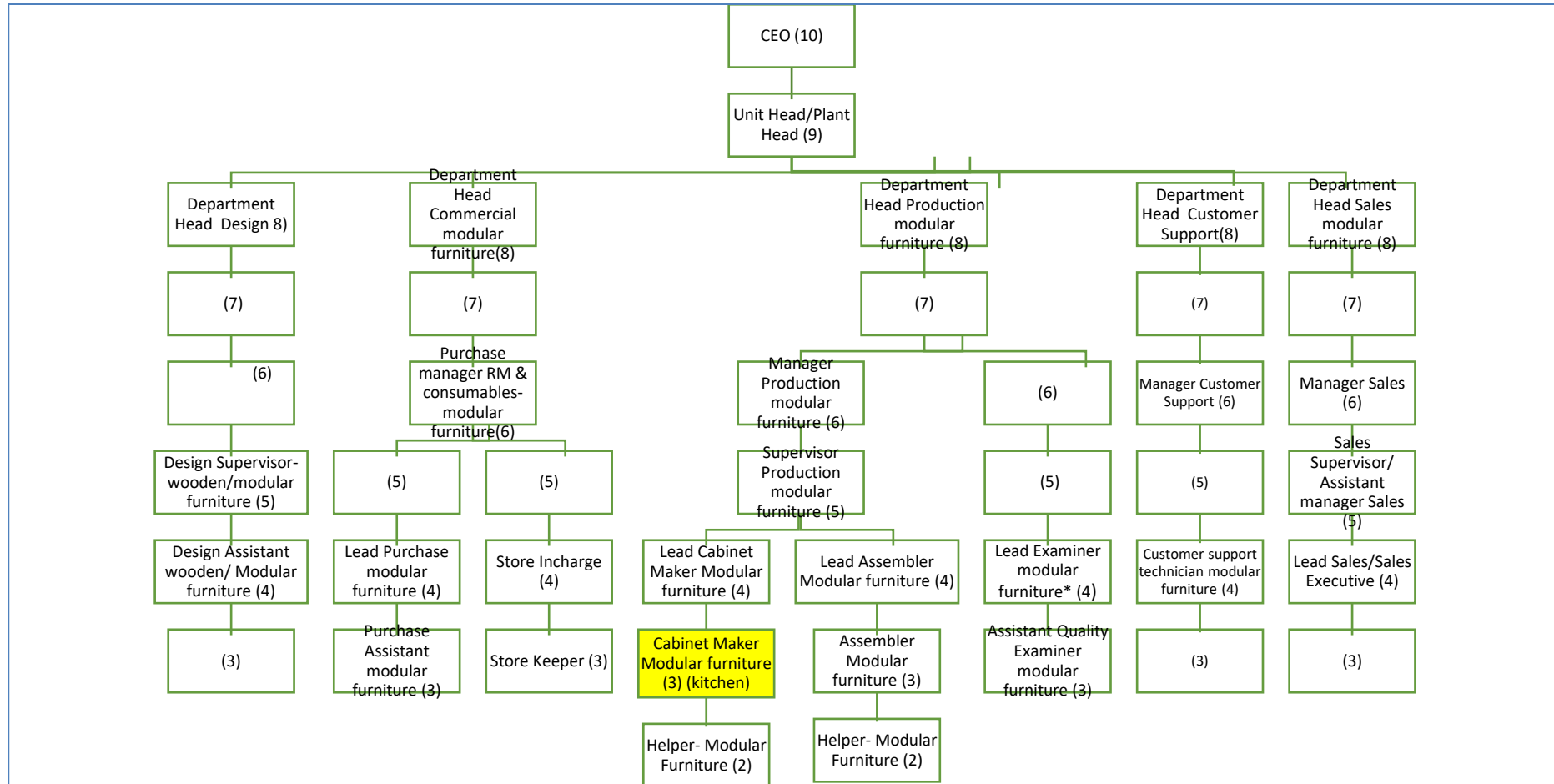
Please refer to the career path as per Annexure 1 which clearly defines the career path.

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

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# India-EU Skills Development project: Qualification File

## 1. Annexure 1: Career Map of Cabinet Maker-Modular Furniture (kitchen)



Two additional job roles identified as allied segments to this sector are Interior Designers and Delivery and Installation Assistant-Ecommerce  
 The occupational map prepared above has NOS for entrepreneurial activities at NSQF level 5 job roles  
 Support functions data was not collected  
 \* Also called as test technician



**India-EU Skills Development project:  
Qualification File**

**Annexure 2: Qualification Pack of Cabinet Maker-Modular Furniture (kitchen) (separate file)**

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

# NSQF QUALIFICATION FILE

Version 6: Draft of 08 March 2016

## 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.

# NSQF QUALIFICATION FILE

Version 6: Draft of 08 March 2016

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

# NSQF QUALIFICATION FILE

Version 6: Draft of 08 March 2016

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

## NSQF LEVEL OUTLINES

### NSQF levels related to the labour market

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

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

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

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

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

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

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

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

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

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

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

## NSQF QUALIFICATION FILE

Version 6: Draft of 08 March 2016

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

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

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

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

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

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

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

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

## NSQF QUALIFICATION FILE

Version 6: Draft of 08 March 2016

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

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

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

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

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

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

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

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

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

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

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

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

## NSQF QUALIFICATION FILE

Version 6: Draft of 08 March 2016

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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