

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

Name: Mr. Gurpal Singh

Position in the organisation: Chief Executive Officer

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List of documents submitted in support of the Qualifications File

1. Career Map of Fitter/Assembler-doors/Windows-Glass - Annexure 1
2. Qualification Pack of Fitter/Assembler-doors/Windows-Glass - Annexure 2
3. List of QP/NOS validating companies – Annexure 3
4. Sector Study- Annexure 4

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SUMMARY

Qualification Title	Fitter/Assembler-Doors/Windows-Glass
Qualification Code	FFS/Q6101
Nature and purpose of the qualification	<p>Nature of the qualification</p> <ul style="list-style-type: none">- a Qualification Pack (QP) <p>The main purpose of the qualification –</p> <ul style="list-style-type: none">- Fitter/assembler is responsible for assisting technician for installing glazed items, toughened/plain glass windows, doors and entrances with fittings and fixtures. S/he would be required to take measurements , prepare for installation and install the same at the work site in accordance to client requirements and quality standards
Body/bodies which will award the qualification	Furniture & Fittings Skill Council (FFSC)
Body which will accredit providers to offer courses leading to the qualification	Furniture & Fittings Skill Council (FFSC)
Body/bodies which will carry out assessment of learners	CII, Aspiring Minds, Navriti Technologies, Co Cubes, Mettl, I assess, India Skills
Occupation(s) to which the qualification gives access	Fitter/Assembler-Doors/Windows-Glass
Licensing requirements	N/A
Level of the qualification in the NSQF	Level 3
Anticipated volume of training/learning required to complete the qualification	432 hours (248 hours+192 optional)
Entry requirements and/or recommendations	Class V , preferable 0-1 year relevant experience

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Progression from the qualification	Installer- Frameless Glass - Doors/Windows (Level 4)
Planned arrangements for the Recognition of Prior learning (RPL)	RPL arrangements and policies are under development.
International comparability where known	Reference found in Canada SSC - Wood Manufacturing Council
Date of planned review of the qualification.	2 nd Feb '2020

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Formal structure of the qualification			
Title of unit or other component (include any identification code used)	Mandatory/ Optional	Estimated size (learning hours)	Level
FFS/N6101 Assist lead technician in work process- glass doors/windows	Mandatory	192	3
FFS/N8601 Ensure health and safety at workplace	Mandatory	16	Common across levels
FFS/N8501 Maintain work area tools and machines	Mandatory	16	Common across levels
FFS/N8801 work effectively with others	Mandatory	16	Common across level 1-4
Optional : Fitter Assembler-Doors/Windows- (Wooden/Aluminium) FFS/N6102 Assist lead technician in work process- wooden/aluminium doors/windows	Optional	192	3

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 Fitter/Assembler-Doors/Windows-Glass - 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.

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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.

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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: Fitter /Assembler- Doors/Windows (Glass)

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Fitter /Assembler- Doors/Windows (Glass)

Qualification Pack: FFS/Q6101

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

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Compulsory NOS		Marks Allocation			
Total Marks: 400 +100= 500					
Assessment outcomes	Assessment criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
1.FFS/N610 Assist lead technician in work process	PC1. gather and organize required tools and equipment's, hardware fittings for assembling and installation of fitting	100	3	1	2
	PC2. unpack the material /parts as per instructions of lead		3	1	2
	PC3. assist in checking quality of material arrived at work site as per specification agreed by the client and inform lead for any repair/replacement needed		5	1	4
	PC4. re take measurement of the space/ area for fitting of doors, windows against the glass door/window		4	1	3
	PC5. assist in carrying out a risk assessment for the installation process and accordingly advise the client of the hazards associated with the work. (e.g. condition of wall)		5	1	4
	PC6. support in checking for any apparent defects and deficiencies around the structural opening. Inform client for repair before the new windows/doors being installed.		4	1	3
	PC7. check for presence of any electrical or specialist items such as television aerials and telephone wires in the aperture. If these items affect the performance of doors/windows suggest different route for them.		3	1	2
	PC8. clean the work area to ensure hazard free work		3	1	2

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PC9. assist in requisite documentation as per organization protocol	3	1	2
PC10. ensure that the floor guard/ other floor safety material is spread on the floor to prevent damage to the floor/individual and also use safety equipment and personal protection equipment as needed such as gloves , goggles ,mask	2	0	2
PC11. assist in removal of old windows and door along with other removable architectural fittings with hand and power tools for repairing or installing new pieces	4	1	3
PC12. assist in checking trueness of structure using level and plumb bob tools	4	1	3
PC13. measure materials using appropriate tools and equipment's and mark outlines or pattern on glass for cutting	4	1	3
PC14. assist in cutting, grinding or polishing glass, smoothening surfaces with materials or tools as needed in accordance to design and client requirement	5	1	4
PC15. place toughened/glazed/plain glass in windows, doors and entrances at the marked location or as per fittings placement	5	1	4
PC16. assist in identifying and applying materials and sealant to fill gaps in surfaces and trim excess materials in installation and smoothening of surfaces as per quality standards	4	1	3
PC17. check for functioning ,alignment etc. and rectify any error found	3	1	2

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PC18. put markings of placement positions and access the fastener system (e.g. power drills) to fasten the hardware accessories or fittings as per worksite requirements. E.g. Fittings like floor springs, floor pivots, overhead closers, channels and fixings, handles, latch/bolts etc.	4	1	3
PC19. assist lead in testing of repaired/ serviced product /new installation w.r.t functioning, alignment, placement etc. against the specifications before handing over to client	5	1	4
PC20. conduct any on site modifications that may be required and touch up if needed	4	1	3
PC21. assist in checking for any path blockage or damage like pre-installed decorative materials, ducts or any other structure in building and suggest remedies if required	4	1	3
PC22. assist in advising customer of any relevant maintenance requirements in accordance with organizational policy	4	1	3
PC23. gather all the tools and equipment's and remove from the site	3	1	2
PC24. wipe the installation and clean the work area	3	1	2
PC25. remove the debris and dispose the waste appropriately after work completion in accordance to waste disposal policy	3	1	2
PC26. take note of inputs/ feedback received during work to incorporate in future	3	1	2
PC27. assist in completion of the procedural documents post completion and undertake customer signoff digitally or on paper as acknowledgment for completion of installation	3	1	2

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			100	20	80
2.FFS/N8601 Ensure health and safety at workplace	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
	PC5. ensure safe handling and disposal of waste and debris		3	0	3
	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.		3	1	2
	PC7. undertake first aid activities in case of any accident, if required and asked to do so		3	0	3
	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.		3	0	3
	PC9. maintain correct body posture while standing and working for long hours and carrying heavy materials		3	0	3

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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
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

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PC23. check and ensure general health and safety equipment are available at work site General health and safety equipment: fire extinguishers; first aid equipment; safety instruments and clothing; safety installations (e.g. fire exits, exhaust fans)	4	1	3
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
PC31. use the various appropriate fire extinguishers on different types of fires correctly 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);	3	1	2

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	Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)				
	PC32. state methods of accident prevention in the work environment Methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors		3	3	0
		Total	100	30	70
3.FFS/N8501 Maintain work area, tools and machines	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
	PC10. dispose of waste safely in the designated location		8	5	3
	PC11. store cleaning equipment safely after use		7	3	4

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	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
		Total	100	50	50
4.FFS/N8801 Work effectively with others	PC1. seek assistance from supervisor or any such appropriate authority as and when required	100	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 required to immediate supervisor appropriately		5	2	3
	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

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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
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

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	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
		Total	100	30	70

Optional NOS		Marks Allocation			
Total Marks: 400+100 =500					
Assessment outcomes	Assessment criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
		1 FFS/N6102 (Assist lead technician in work process)	PC1. gather anntid organize required tools and equipment's, hardware fittings for assembling and installation of fitting	100	2
PC2. unpack the material /parts as per instructions of lead	2		0		2
PC3. assist in checking quality of material arrived at work site as per specification agreed by the client and inform lead for any repair/replacement needed	3		1		2
PC4. check the measurement of doors/windows aperture considering the size and material of doors/windows to be installed, if necessary provide suggestions for modification considering expansion/contraction in material under temperature fluctuations	5		1		4

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	PC5. assist in carrying out a risk assessment for the installation process and accordingly advise the client of the hazards associated with the work. (e.g. condition of wall)	4	1	3
	PC6. support in checking for any apparent defects and deficiencies around the structural opening. Inform client for repair before the new windows/doors being installed	4	1	3
	PC7. check for presence of any electrical or specialist items such as television aerials and telephone wires in the aperture. If these items affect the performance of doors/windows suggest different route for them.	4	1	3
	PC8. check the requirement of sill height and masonry opening for doors/windows and if any legal approval is required and inform seniors/client for necessary action	4	1	3
	PC9. clean the work area to ensure hazard free work	2	0	2
	PC10. assist in requisite documentation as per organization protocol	2	0	2
	PC11. ensure that the floor guard/ other floor safety material is spread on the floor to prevent damage to the floor/individual and also use safety equipment and personal protection equipment as needed such as gloves , goggles ,mask	2	0	2

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	PC12. assist in removal of old windows and door along with other removable architectural fittings with hand and power tools for repairing or installing new pieces.	4	1	3
	PC13. assist in checking trueness of structure using level and plumb bob tools and checking condition of walls (strength of wall, plaster, load bearing capacity etc.)	4	1	3
	PC14. recheck the aperture sizes against the survey sizes to avoid damage during installation of windows/doors	3	1	2
	PC15. take measurements and create markings to assemble different parts of door /window structure before installation	3	1	2
	PC16. apply adhesives/screws/nails as per requirement for fastening the furniture parts to ensure quality and correct fitting.	3	1	2
	PC17. undertake checks at regular intervals to avoid any errors	2	0	2
	PC18. undertake markings of placement positions and access the fastener system (e.g. power drills) to fasten the hardware accessories or fittings as per worksite requirements. E.g. Fittings like door hinges, floor springs, floor pivots, handles, latch/bolts etc.	4	1	3

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PC19. identify slots for placing/installing and assist in installation of door/windows frame by fastening to surface via appropriate usage of nails/screws	4	1	3
PC20. install the door/window into the frame by using appropriate door/window hinges and screws to fasten them	5	1	4
PC21. check for spacing ,alignment between the door /window and frame	3	1	2
PC22. assist in identifying and applying materials and sealant to fill gaps in surfaces and trim excess materials in installation and smoothening of surfaces as per quality standards	3	1	2
PC23. ensure to deliver work within the timeframe and in accordance to quality standards	3	1	2
PC24. assist lead in testing of repaired/ serviced product /new installation w.r.t functioning, alignment, placement etc. against the specifications before handing over to client	4	1	3
PC25. conduct any on site modifications that may be required and touch up if needed	3	1	2
PC26. assist in checking for any blockage or damage like pre-installed decorative materials, ducts or any other structure in building and suggest remedies if required.	4	1	3

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	PC27. assist in advising customer of any relevant maintenance requirements in accordance with worksite requirements.		3	1	2
	PC28. gather all the tools and equipment's and remove from the site		2	0	2
	PC29. wipe the installation and clean the work area		2	0	2
	PC30. remove the debris and dispose the waste appropriately after work completion in accordance to waste disposal policy		3	1	2
	PC31. take note of inputs/ feedback received during work to incorporate in future.		2	0	2
	PC32. assist in completion of the procedural documents post completion and undertake customer signoff digitally or on paper as acknowledgment for completion of installation		2	0	2
			100	20	80

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

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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.

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OPTION B

Title/Name of qualification/component: Fitter /Assembler- Doors/Windows (Glass)			Level: 3
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	S/he would be required to assist senior/lead in gather and organise required tools and equipment's , prepare for installation, take measurements ,cut/grind/polish glass and install the same at the work site in accordance to client requirements , work and quality standards	<p>The job holder is responsible for assist in gathering tools and equipment's, preparing for installation and assist in installation of doors /windows. This involves working in limited range of activities routine nature, such as preparing for and maintaining work area and process tools/ equipment's, preparation for installation, assist in completing related record keeping 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 carry out limited range of work routine, predictable nature, for example. For Example, the job holder is expected to plan and organise for tools, raw material, assist in installation, prepare and maintain work area and maintain tools/ equipment's. Therefore, it cannot be pegged at level 2.</p>	3
Professional knowledge	The user/individual on the job needs to know and understand the process/steps involved in installation, knowledge of tools and equipment's and their safe handling, health and safety, quality standards and	The job holder is expected to have basic field of knowledge or study. For example, the job holder is expected to have knowledge of raw materials used, tools used, process of installation, knowledge of taking	3

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NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>their relevance, tools, equipment and 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>	<p>measurements, assist in cutting polishing glass, safety standards etc.</p> <p>Since all the above mentioned areas are related to basic field of knowledge, the role qualifies for Level 3.</p> <p>As the job requires basic knowledge of field or knowledge of 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, key contact points for query resolution, handling all types of raw materials, machines etc. Therefore, it cannot be pegged at level 2.</p>	
Professional skill	<p>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>	<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, attend to the minor/common issues faced at work, provide support in planning production, 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> <p>As the job requires to recall and demonstrate practical skill, routine and repetitive in narrow range application,</p>	3

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NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
		using appropriate tools. For Example, assist in plan and organize the work order and jobs received, understand customer requirements, support manager in solving problems by detailing out problems, use reasoning skills to identify and resolve basic problems, etc. Therefore, it cannot be pegged at level 2.	
Core skill	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>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 chart for products produced, effectively communicate with the supervisor and cross department teams on the issues faced during process and resolve problems.</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>	3

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Title/Name of qualification/component: Fitter /Assembler- Doors/Windows (Glass)			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.	
Responsibility	S/he would be required to assist senior/lead in gather and organise required tools and equipment's , prepare for installation, take measurements ,cut/grind/polish glass and install the same at the work site in accordance to client requirements , 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 partly skilled worker who carries out activities understanding the work order requirements, tool equipment planning and gathers tools /equipment's, take measurements , prepare for installation , cut/grind/polish glass and install the same and maintenance of requisite health and safety standards.</p> <p>Hence, this role qualifies for Level 3. It does not comprise of any supervisory activities.</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, assist in assembling of furniture fitting as per customer needs. Therefore, it cannot be pegged at level 2.</p>	3

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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 other small and medium enterprises.

In addition, the skill requirement study has indicated the doors/windows furniture fittings industry is growing and is expected to grow at 10% CAGR. The market is largely unorganized with the presence of several indigenous and small players. One of the main drivers for growth is the development of the residential construction sector in the country because of which there is an eminent rise in demand along with increasing disposable income and changing aspirations among households.

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, at present the architectural fittings i.e., doors/windows market in India is approximately Rs. 15000 crore and market is growing at a rate of 10% CAGR. It is estimated that there would be an approximate increase of 1.85 lacs jobs by the end of FY 22 and 3.25 lacs jobs by end of FY25 in the industry employment.

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

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.

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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.

- 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.

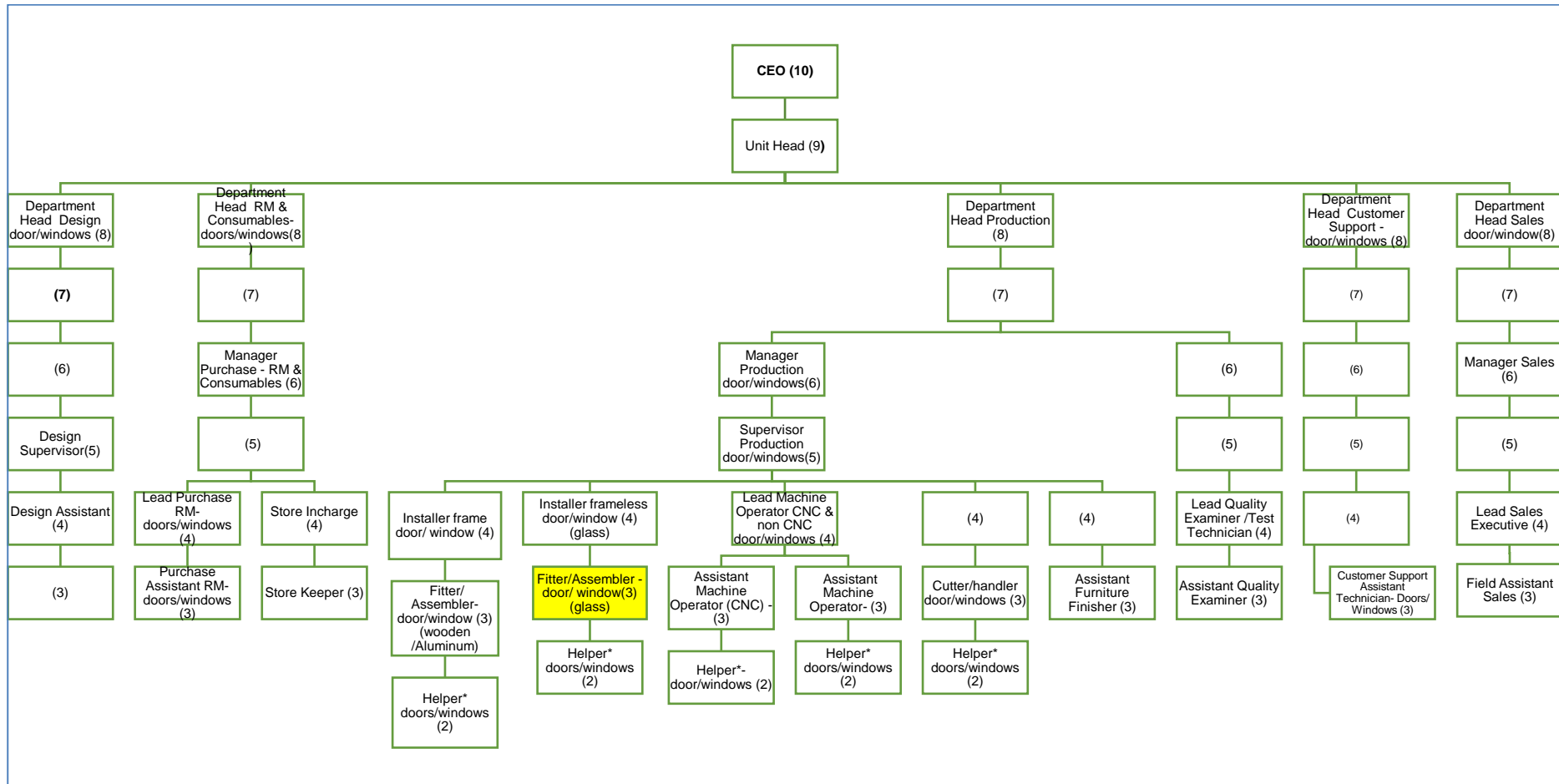
Please attach any documents giving further information about any of the topics above.

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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Annexure 1: Career Map of Fitter /Assembler- Doors/Windows (Glass)



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

*Helper job role in this sub segment is also called as junior assistant

Support functions data was not collected

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

Annexure 2: Qualification Pack of Fitter /Assembler- Doors/Windows (Glass) (separate file)

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

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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.

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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.

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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.	
8	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.	
9	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.	
10	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 work¹.

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.

¹ 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.

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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.

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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.

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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.