

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 Lead Carpenter - Annexure 1
2. Qualification Pack of Lead Carpenter - Annexure 2
3. List of QP/NOS validating companies – Annexure 3
4. Sector Study- Annexure 4

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SUMMARY

| | |
|---|---|
| Qualification Title | Lead Carpenter Wooden Furniture |
| Qualification Code | FFS/Q0104 |
| 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">- Furniture carpenters work indoors and outdoors to create customized woodwork that serve as an integral part of a furniture.- They are responsible for making and repairing of furniture and fixtures using different types of wood ranging from chairs, table, stairs, cupboard, and doors, beds etc.- S/he is required to study the technical drawings, measure, cut and shape raw material, for converting into finished furniture product. |
| 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 | Lead Carpenter |
| Licensing requirements | N/A |
| Level of the qualification in the NSQF | Level 4 |
| Anticipated volume of training/learning required to complete the qualification | 308 hours (mandatory) + 48 hours (optional) |

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| Entry requirements and/or recommendations | Class V , preferable 1-2 year relevant experience |
| Progression from the qualification | Supervisor Production (Level 5) |
| Planned arrangements for the Recognition of Prior learning (RPL) | RPL arrangements and policies are under development. |
| International comparability where known | This qualification has been compared with courses being offered by other skilling council and no matching course has been found |
| Date of planned review of the qualification. | 12 th July 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/N0106 Plan and organize wood work to meet expected outcome | Mandatory | 120 | 4 |
| FFS/N0107 Make furniture | Mandatory | 140 | 4 |
| 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: Set A-FFS/Q5703- Lock Technician FFS/N5703 Carry out lock installation activities | Optional | 24 | 4 |
| FFS/N5704 Perform lock repairing and servicing | Optional | 24 | 4 |

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 Lead Carpenter - 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

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subject matter experts through FFSC, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

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

i. *Written Test*: This will comprise of (i) True / False Statements (ii) Multiple Choice Questions (iii) Matching Type Questions. Online system for this will be preferred.

ii. *Practical Test*: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments.

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: Lead Carpenter Wooden Furniture

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Lead Carpenter Wooden Furniture

Qualification Pack: FFS/Q0104

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 70% in aggregate
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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| Compulsory NOS Total Marks: 500 +200 =700 | | Marks Allocation | | | |
|--|----------------------------------|------------------|--------|--------|------------------|
| Assessment outcomes | Assessment criteria for outcomes | Total Marks | Out Of | Theory | Skills Practical |
| | | | | | |
| PC2. get requisite approval on the cost budget and timelines before work initiation | 8 | 2 | 6 | | |
| PC3. ensure compliance to all the required documentation | 8 | 2 | 6 | | |
| PC4. prepare sketches as per requirements of the customer in case of absence of such drawing/sketch and seek requisite approvals | 10 | 2 | 8 | | |
| PC5. plan and organize the activities/steps to be taken to execute the work in accordance with the timeline/schedule and the sequence. | 12 | 2 | 10 | | |

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| | <p>PC6. agree upon working parameters like space to work, lighting etc. with the supervisor and the client when the work is to be conducted at the client site</p> | 8 | 2 | 6 |
| | <p>PC7. select and gather the appropriate tools and equipment's needed for making of furniture such as hammer, saw, circular saw ,CNC cutter machines, chisel, measuring tape, driller machine ,measuring tape, planning tools (e.g. electric planer, hand plane) ,sanding tools (e.g. sand paper, belt sander) etc.</p> | 8 | 2 | 6 |
| | <p>PC8. collect the wood log and inspect the same to ensure it is free from defects</p> | 8 | 2 | 6 |
| | <p>PC9. assist the team in collecting all hardware (e.g. nails, adhesives) needed and undertake procurement if in shortage, post supervisor approval</p> | 8 | 2 | 6 |

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|-------------------------------------|---|------------|------------|----|----|
| | PC10. ensure that the required tools and equipment's /machines/other materials are in proper working condition | | 5 | 1 | 4 |
| | PC11. report on any shortage or defect of raw materials to the supervisor /concerned person and raise a request for procurement if any specific tool/equipment is needed for the work | | 8 | 2 | 6 |
| | PC12. ensure to arrange /place the raw materials and tools in an appropriate manner to have enough space to work | | 5 | 1 | 4 |
| | | | 100 | 20 | 80 |
| 2 FFS/N0107 (Make furniture) | PC1. study all the technical drawings and start marking on the wood as per the dimensions in the drawing using try-square, scribe, etc. | 100 | 5 | 1 | 4 |

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| | <p>PC2. provide assistance in cutting the wood as per the specified measurements using appropriate tools and equipment's. E.g. hand saw, table saw, circular saw, chisels, cutter machine etc.</p> | 5 | 1 | 4 |
| | <p>PC3. validate that the cut components are in line with the design specifications</p> | 3 | 1 | 2 |
| | <p>PC4. give a shape to the furniture component e.g. round or oval etc., as per the drawing using appropriate tools and run a planer over the wooden surface. Tools like e.g. saw, rasp, file, hand plane, electric planer, spoke shave etc.</p> | 5 | 1 | 4 |
| | <p>PC5. ensure that cut components are placed in their designated places</p> | 3 | 1 | 2 |
| | <p>PC6. begin marking and making provision for joineries on wooden components and facilitate joining by using adhesive, nail or screws</p> | 5 | 1 | 4 |
| | <p>PC7. conduct a visual check for any errors or damages at regular intervals</p> | 3 | 1 | 2 |

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| <p>PC8. cut laminate/veneer sheet to size in case stated in design and paste with adhesives on the surface of furniture</p> | 5 | 1 | 4 |
| <p>PC9. align and position the furniture components/parts according to the drawing and as required for joining</p> | 4 | 1 | 3 |
| <p>PC10. assemble the components ensuring correct fit and secure them in position using screws, nails or dowel or adhesives etc.</p> | 5 | 1 | 4 |
| <p>PC11. ensure to cover all the open edges using tape or putty etc.</p> | 4 | 1 | 3 |
| <p>PC12. smoothen all the wooden surfaces using sanding tools. E.g. sand paper, belt sander, orbital sander etc. and polish if needed and finish it to required specifications</p> | 5 | 1 | 4 |
| <p>PC13. smoothen the component or repair/replace the parts as needed for an old structure</p> | 3 | 1 | 2 |

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| | <p>PC14. gather all the hardware fittings that are required to be fitted onto the furniture basis the design. E.g. door and cabinet hinges, latches, drawer sliding channels, locks etc.</p> | 5 | 1 | 4 |
| | <p>PC15. initiate markings on the furniture and using appropriate tools fasten /place the fittings at the required place. E.g. drill machine, hammer etc.</p> | 5 | 1 | 4 |
| | <p>PC16. check for overall accuracy and quality in terms of measurements, fitting of assembled parts, rigidity, steadiness, levelling etc.</p> | 4 | 1 | 3 |
| | <p>PC17. rectify if any defects are found or incorporate if any improvement feedback is received</p> | 3 | 1 | 2 |
| | <p>PC18. ensure to wipe the furniture and remove any dust etc.</p> | 3 | 1 | 2 |

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| PC19. conduct post completion quality check of the furniture and fitting with respect to measurements, steadiness, overall finish, placement, levelling, configuration , functioning etc. in line with organization practice | 5 | 1 | 4 |
| PC20. conduct any on site modifications that may be required and/or touch up if needed | 4 | 1 | 3 |
| PC21. gather all the tools and remove from the site | 4 | 1 | 3 |
| PC22. remove all the debris from the site and clean the work area | 4 | 1 | 3 |
| PC23. take note of inputs/ feedback received by supervisor /client to incorporate at work | 4 | 1 | 3 |
| PC24. ensure completion of the procedural documents post completion and undertake customer signoff digitally or on paper as acknowledgment for completion of work in compliance to customer needs | 4 | 1 | 3 |
| | 100 | 20 | 80 |

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|---|--|-----|---|---|---|
| 3. 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 |

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| <p>PC7. undertake first aid activities in case of any accident, if required and asked to do so</p> | 3 | 0 | 3 |
| <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> | 3 | 0 | 3 |
| <p>PC9. maintain correct body posture while standing and working for long hours and carrying heavy materials</p> | 3 | 0 | 3 |
| <p>PC10. lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices</p> | 4 | 2 | 2 |
| <p>PC11. handle all required tools, machines , materials & equipment safely</p> | 4 | 2 | 2 |

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| 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 |

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| 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 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 |

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| 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, | 3 | 1 | 2 |

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| | <p>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> | | | | |
| | <p>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</p> | 3 | 3 | 0 | |
| | | Total | 100 | 30 | 70 |

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|--|-------|---|-----|---|---|---|
| 4. 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 |

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| | 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 |
| | | Total | 100 | 50 | 50 |
| 5.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 |

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| 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 |
| 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 |

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| | 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 behaviours at the workplace | | 5 | 0 | 5 |
| | PC22. disciplined behaviours: 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: Set A-FFS/Q5703- Lock Technician | | | | | |
| 1.FFS/N5703 (Carry out lock installation activities) | PC1. identify the type of lock as per the design and functioning of the door/window | 100 | 7 | 1 | 6 |
| | PC2. place the lock marker if provided in the lock set on the designated location | | 5 | 1 | 4 |
| | PC3. choose appropriate drill blades, depending on the thickness of the door | | 7 | 1 | 6 |
| | PC4. drill appropriate holes on the door using the drill machine | | 7 | 1 | 6 |

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| PC5. | place the front portion of the lock with the logo upward, in the front part of the door | 5 | 1 | 4 |
| PC6. | place the lock retainer plate on the other side of the door | 5 | 1 | 4 |
| PC7. | secure the lock retainer on the other portion of the door with lock fixing screws with screwdriver | 6 | 1 | 5 |
| PC8. | identify the length of the flat strip and screw to be cut as per the thickness of the door | 7 | 1 | 6 |
| PC9. | place the latch assembly on the door frame as per the alignment of lock on the door | 7 | 1 | 6 |
| PC10. | mark the area latch assembly unit using a marker | 6 | 1 | 5 |
| PC11. | make chippings on the door using a chisel to ensure the latch fits in the door | 6 | 1 | 5 |
| PC12. | secure the latch with screws | 5 | 1 | 4 |
| PC13. | ensure lock body is aligned in accordance with door latch | 7 | 1 | 6 |
| PC14. | make necessary adjustments if the lock and the latch is not aligned | 6 | 1 | 5 |

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| | PC15. check functioning of lock by using the key | | 5 | 1 | 4 |
| | PC16. clean the work area to prevent mishaps | | 4 | 1 | 3 |
| | PC17. use appropriate materials to clean the tools and equipment | | 5 | 1 | 4 |
| | | | 100 | 20 | 80 |
| 2.FFS/N5704 (Perform lock repairing and servicing) | PC1. check warranty of lock prior to initiating work service | 100 | 7 | 1 | 6 |
| | PC2. identify the possible problem/problems in the lock as per the complains of the customer | | 12 | 2 | 10 |
| | PC3. visually check the lock for any fault | | 7 | 1 | 6 |
| | PC4. dismantle the lock if required to get a better understanding of the faults | | 10 | 2 | 8 |
| | PC5. identify the cause of the fault based on the inspection | | 12 | 2 | 10 |
| | PC6. use appropriate tools and equipment to be used to repair the lock | | 12 | 2 | 10 |
| | PC7. change the defective component of the lock as per | | 10 | 2 | 8 |

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| | the organizational procedures | | | | |
| PC8. | assemble the lock system after the repair as per the standard procedure | | 10 | 2 | 8 |
| PC9. | ensure proper functioning of the lock using appropriate methods | | 10 | 2 | 8 |
| PC10. | report the problem to retailer/company if lock cannot be repaired and the problem persists | | 10 | 2 | 8 |
| | | | 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 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: Lead Carpenter Wooden Furniture | | | Level: 4 |
|--|--|---|------------|
| NSQF Domain | Key requirements of the job role | How the job role relates to the NSQF level descriptors | NSQF Level |
| Process | Furniture carpenters are required to study the technical drawings , do work assessment, tool planning and material gathering, measure, cut and shape raw material and assemble parts for converting into finished furniture product. | <p>The job holder is responsible for making and repairing of furniture and fixtures using different types of wood under supervision. This involves working in familiar, predictable, routine, situation of clear choice such as preparing for and maintaining work area and process tools/ equipment's for making furniture, preparation for manufacturing, cutting and shaping furniture, completing related record keeping etc.</p> <p>Hence, it qualifies as a Level 4 role. Since it does not involve several choices to be made in a familiar work context, the role does not qualify for Level 5.</p> <p>As the job holder is expected to work in limited familiar, routine situation of clear choice. For Example, the job holder is expected to assess work order, plan and organise work, tools and raw material, cut shape and assemble material for furniture making. Therefore, it cannot be pegged at level 3.</p> | 4 |
| Professional knowledge | The user/individual on the job needs to know and understand the process/steps involved in making of wooden furniture, knowledge of tools and equipment's | The job holder is expected to have factual knowledge of field of knowledge or study. For example, the job holder is expected to have knowledge of raw materials used, tools | 4 |

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| Title/Name of qualification/component: Lead Carpenter Wooden Furniture | | | Level: 4 |
|--|--|--|------------|
| NSQF Domain | Key requirements of the job role | How the job role relates to the NSQF level descriptors | NSQF Level |
| | and their safe handling, health and safety, quality standards and 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>used for production , preparing different types of furniture from different raw materials using various tools and equipment's , knowledge of taking measurements, safety standards etc.</p> <p>Since all the above mentioned areas are related to factual knowledge of field of knowledge, the role qualifies for Level 4.</p> <p>As the job requires factual 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, store management, inventory management and key contact points for query resolution, handling all types of raw materials, machines etc. Therefore, it cannot be pegged at level 3.</p> | |
| Professional skill | The Job holder must have professional skills for performing the job which includes analysing critical points in day to day tasks through experience and observation and identify control measures to solve the issues, plan and prioritize the work based on the instructions received, organize all process/ equipment manuals so as to access information easily, understand customer requirements and their priority and respond as per their needs, support manager in solving | The job holder is expected to 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. | 4 |

NSQF QUALIFICATION FILE GUIDANCE

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| Title/Name of qualification/component: Lead Carpenter Wooden Furniture | | | Level: 4 |
|--|--|--|------------|
| NSQF Domain | Key requirements of the job role | How the job role relates to the NSQF level descriptors | NSQF Level |
| | problems by detailing out problems, discuss the possible solutions with the manager for problem solving, apply domain information about maintenance processes and technical knowledge about tools and equipment, use intuition to detect any potential problems which could arise during operations. | <p>All these activities are mostly repetitive and have a narrow range of application, hence qualifying the role for a Level 4.</p> <p>As the job requires to recall and demonstrate practical skill, routine and repetitive in narrow range application, using appropriate tools, using technical concepts. For Example, 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 3.</p> | |
| 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 and good hand and eye coordination and attention to detail. | <p>The job holder is expected to communicate with 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 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 4.</p> | 4 |

NSQF QUALIFICATION FILE GUIDANCE

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| Title/Name of qualification/component: Lead Carpenter Wooden Furniture | | | Level: 4 |
|--|--|--|------------|
| 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 language to communicate, written or oral, with required 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> <p>Therefore, it cannot be pegged at level 3.</p> | |
| Responsibility | <p>Responsible for making and repairing of furniture and fixtures using different types of wood ranging from chairs, table, stairs, cupboard, and doors, beds etc. S/he is required to study the technical drawings, measure, cut and shape raw material, for converting into finished furniture product</p> | <p>The job holder is responsible for only own work and learning. S/he is a skilled worker who carries out activities after reading and understanding the work order requirements, provide support in planning production sequence, tool equipment planning and gathers tools /equipment's and ensures working and performance of tools, works on furniture making by cutting and shaping material , and assist in maintenance of requisite health and safety standards.</p> <p>Hence, this role qualifies for Level 4. It does not comprise of any supervisory activities.</p> <p>As this job is about having responsibility for own working and learning, For example, s/he is expected to have responsibility towards planning tasks, tools equipment gathering and functioning, organize raw material and</p> | 4 |

NSQF QUALIFICATION FILE GUIDANCE

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| Title/Name of qualification/component: Lead Carpenter Wooden Furniture | | Level: 4 | |
|--|----------------------------------|--|------------|
| NSQF Domain | Key requirements of the job role | How the job role relates to the NSQF level descriptors | NSQF Level |
| | | cutting , shaping of furniture in accordance to customer needs. Therefore, it cannot be pegged at level 3. | |

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 Godrej, BP Ergo, Durian, Nilkamal and other small and medium enterprises.

In addition, the skill requirement study has indicated the wood furniture industry is growing and is expected to grow at 15% CAGR. The market for wood furniture is majorly dominated by unorganized sector. Wood furniture industry is spread across India via hubs famous for their style of manufacturing. 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.

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 wood furniture market is approximately Rs. 45000 crore and growing at the rate of 15% CAGR, it is expected to reach Rs. 158,000 crore in 2025. It is estimated that there would be an approximate increase of 20 lacs jobs by the end of FY 22 and 36 lacs jobs by end of FY25 in the wooden furniture industry employment.

In this job role, there is current demand approx. 2lakh manpower and it is estimated there would be an approx. increase of 1.99 lakh by end of FY22 and ~3.62 lakh by end of 2025

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 June 2020.

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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
- Skill Gap 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.

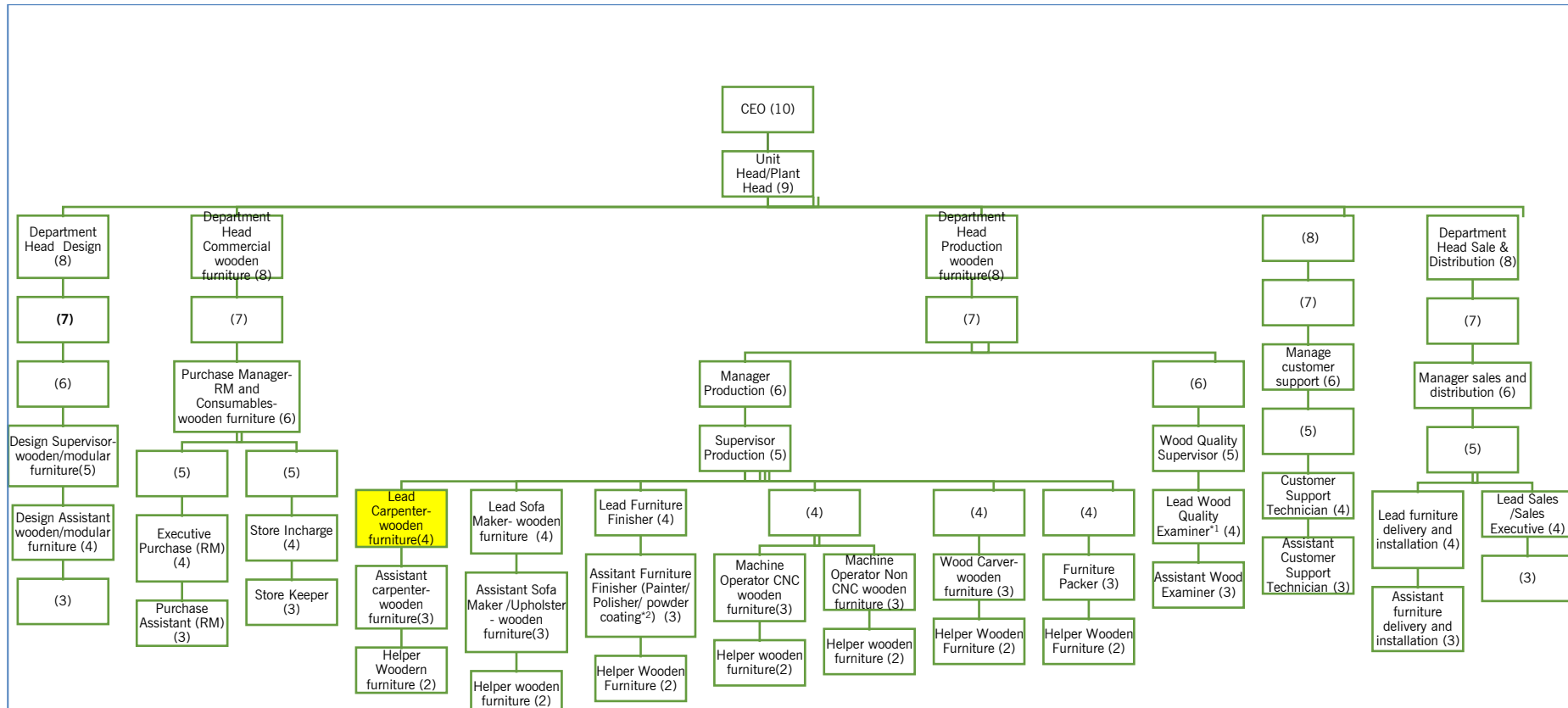
Please refer to the career path as per Annexure 1 which clearly defines the career path.

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

Annexure 1: Career Map of Lead Carpenter Wooden Furniture



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

*1 Also known as Test Technician Wooden Furniture

*2 Powder coating is not present in wooden furniture

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

Annexure 2: Qualification Pack of Lead Carpenter Wooden Furniture (separate file)

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

NSQF QUALIFICATION 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.

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