

NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

NSDA Reference

To be added by NSDA

Name and address of submitting body:

FFSSC,
Furniture and Fittings Sector Skill Council,
Office no. 407-408, 4th floor, DLF city court
M.G. Road Sikanderpur
Gurgaon – 122002

Name and contact details of individual dealing with the submission

Name: Mr. Gurpal Singh

Position in the organisation: Chief Executive Officer

Address if different from above

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List of documents submitted in support of the Qualifications File

1. Qualification Pack
2. RFP for development of Occupational Standards
3. Selection process of the Consultants to develop Occupational Standards
4. Minutes of the meeting of GC meetings
 - i. Composition of the Technical Committee
 - ii. Approval of Occupational Standards by Technical Committee and Governing Council
5. Human resource and skills requirement in Furniture and Fittings sector
6. Occupational Map & Progression matrix

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7. List of QP/NOS validating companies.

SUMMARY

Qualification Title	Lead Furniture Maker
Qualification Code	FFS/N4102
Nature and purpose of the qualification	<ul style="list-style-type: none">- a Qualification Pack (QP) <p>The main purpose of the qualification and the target learners</p> <ul style="list-style-type: none">- to get unemployed people into work- to upgrade the skills of people already in work- to allow people in particular sectors to learn new skills to deal with technological change- to give people with vocational/professional skills access to higher education courses.
Body/bodies which will award the qualification	Furniture and Fittings Sector Skill Council
Body which will accredit providers to offer courses leading to the qualification	Furniture and Fittings Sector Skill Council
Body/bodies which will carry out assessment of learners	Confederation of Indian Industry Aspiring Minds Co Cubes Navriti Technologies
Occupation(s) to which the qualification gives access	Furniture Making
Licensing requirements	NA

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Level of the qualification in the NSQF	4						
Anticipated volume of training/learning required to complete the qualification	400 hours						
Entry requirements and/or recommendations	8 th Pass Minimum age - 18 Years						
Progression from the qualification	Master Furniture Maker (vertical mobility)						
Planned arrangements for the Recognition of Prior learning (RPL)	Master furniture maker, round bamboo trainer (horizontal mobility)						
International comparability where known	Not Yet Established						
Date of planned review of the qualification.	June 2018						
<p>Formal structure of the qualification</p> <p>The entries made here will show how the qualification is designed for delivery and assessment. It will list the components of the qualification, where the learning outcomes to be assessed are grouped together.</p>							
Title of component and identification code.	<table border="1"> <thead> <tr> <th>Mandatory/ Optional</th> <th>Estimated size (learning hours)</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Mandatory</td> <td>40</td> <td>4</td> </tr> </tbody> </table>	Mandatory/ Optional	Estimated size (learning hours)	Level	Mandatory	40	4
Mandatory/ Optional	Estimated size (learning hours)	Level					
Mandatory	40	4					
FFS/N 4103: Prepare for furniture making							

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FFS/N 4104: Make furniture components	Mandatory	68	4
FFS/N 4105: Assembling and joining	Mandatory	100	4
FFS/N 8401: Quality control	Mandatory	20	3
FFS/N 8601: Ensure health and safety at workplace	Mandatory	16	Common across 1-5 levels
FFS/N 8801: Work effectively with others	Mandatory	16	Common across 1-5 levels

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.

- Qualification Pack is attached as Annexure 1

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SECTION 1

ASSESSMENT

Body/Bodies which will carry out assessment:

Confederation of Indian Industry

Aspiring Minds

Co Cubes

Navriti Technologies

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

RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack. RPL assessment is carried out in the same way as the assessment for fresh training.

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

Annexure attached (Assessment Matrix)

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.

Assessment Protocol and Assessment frame work attached

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ASSESSMENT EVIDENCE

Title of Component:

Outcomes to be assessed	Assessment criteria for the outcome
FFS/N 4103: Prepare for furniture making	<p>PC1. obtain job instructions from responsible personnel Job instruction: design, structural characteristics, frame instruction, durability factor, appearance, color, type of finish etc.</p> <p>PC2. interact with supervisor in order to understand the client requirement</p> <p>PC3. read and confirm that the given instructions and design are complete and correct</p> <p>PC4. plan out an efficient sequence of work as per the job requirement and specification</p> <p>PC5. obtain appropriate hand tools, power tools and material suitable to carry out the given tasks Hand Tools: e.g. dao, chisel set, dropping knife, width seizers, scissors, hammer, round planer/knot remover, scrapper, blow touch, vice, grinder, thicknesser, hand plane, V-shaped knife, pointed knife, mallet, wood saw, hacksaw, pliers, hand drill and bits, sand container, pencil, marker, measuring tape, steel rule, staple gun etc. Power Tools: e.g. power saw, power drill, hand cutting machine, hand splicer, surface planer, trowel, tumbler, shovel etc. Material: e.g. treated bamboo of required diameter, adhesive, sand paper, nails, cane (3-4 mm for binding), wood pegs, bending wire, nut bolt etc.</p> <p>PC6. report on any shortage or defect of tools and materials to the concerned person before commencement of work</p> <p>PC7. check that the selected tools & machines are in safe working condition and ready for use</p> <p>PC8. check the bamboo for treatment against insects, fungus and other weather exposures</p> <p>PC9. check the bamboo for any splits that can affect the furniture strength and its making process</p> <p>PC10. use approved procedures to inspect bamboo visually for any possible defects as per required standard parameters prior to work</p>

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	<p>Defects: splinters, cracks, unwanted cavities, exposed to fungus or any other insects, size/diameter variation, waviness, etc.</p> <p>PC11. read and interpret the details from design/drawings relevant to furniture making</p> <p>PC12. read and understand manufacturer’s specification of material and its uses</p> <p>PC13. identify the surfaces and dimensions as per the drawing</p> <p>PC14. read and understand the scope of work</p> <p>PC15. interact with client to decide on the procurement of material</p> <p>PC16. suggest cost to the client considering furniture styles , durability, patterns, comfort, modern appearance etc.</p> <p>PC17. prepare and provide cost estimate to the client after evaluating various factors</p> <p>Various Factors: type of furniture, type of finish, cost of labour for complex design, cost of raw material etc.</p>
<p>FFS/N 4104: Make furniture components</p>	<p>PC1. read and confirm that the given instructions and design are correct</p> <p>PC2. obtain appropriate materials and tools suitable to carry out marking activities</p> <p>PC3. identify the surfaces and dimensions as per the drawing</p> <p>PC4. take the size of the furniture component from the design and mark the same on bamboo culms</p> <p>PC5. make markings using pencil and ruler or measuring tape as per drawing specification</p> <p>PC6. hold the pieces correctly to take measurements</p> <p>PC7. calculate height and width as per design</p> <p>PC8. carryout marking activities using templates</p> <p>PC9. carry out markings to guide activities of subordinates for cutting</p> <p>PC10. cut bamboo culms in different sizes using cutting machine as per markings and design specification</p> <p>PC11. check and ensure that the cut pieces are as per given specification and quality</p> <p>PC12. minimise waste by following correct cutting techniques</p> <p>PC13. take safety precautions while carrying out cutting activities</p>

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	<p>PC14. use appropriate hand tools, power tools and material suitable to carry out the given tasks Hand Tools: e.g. dao, chisel set, dropping knife, width seizers, scissors, hammer, round planer/knot remover, scrapper, blow torch, vice, grinder, thicknesser, hand plane, V-shaped knife, pointed knife, mallet, wood saw, hacksaw, pliers, hand drill and bits, sand container, pencil, marker, measuring tape, steel rule, staple gun etc. Power Tools: e.g. power saw, power drill, hand cutting machine, hand splicer, surface planer, trowel, tumbler, sovel etc. Material: e.g. treated bamboo of required diameter, adhesive, sand paper, nails, cane (3-4mm for binding), wood pegs, bending wire, nut bolt etc.</p> <p>PC15. procure material as per furniture component requirement and design specification Material: treated bamboo of different diameter as per design requirement, battens made of bamboo, finished bamboo sticks, bamboo dowels etc. Component requirement: Selection of material is done in accordance with required properties like strength or flexibility that vary with different furniture components</p> <p>PC16. bend the bamboo culms for making furniture components using appropriate method Appropriate method: fill the culms with sand; apply heat using a blow torch, in proximity to the portion to be bent, Move the blow torch back and forth, so as not to crack the bamboo culm. Single point heating should be avoided, Bend the culm by applying force on opposite ends, .Cool the bend of the culm with water to fix the fibers, in order to maintain its position, Continue to apply heating and cooling till the desired curve has been obtained.</p> <p>PC17. make different furniture components from bamboo culms Furniture components: leg poles, stool leg support, mortise frame, bamboo or wooden plugs, surface supporting battens, bamboo nails, surface strips, concealing belt, flattened bamboo surface, back rest support, back rest, flat spokes, seat surface etc.</p> <p>PC18. make leg poles using appropriate technique</p>
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	<p>Appropriate technique: cut the required number of legs out of a single culm, ensure that each leg pole has a node at one end for strength reasons, check if all the pieces are vertically upright and equal in length, make both the cut ends perpendicular to the culm length.</p> <p>PC19. make bent mortise using appropriate technique</p> <p>Appropriate technique: determine the mortise groove length, mark reference lines on the culm, make a template stick, mark the culm using template stick, cut the mortise grooves, make the double pins and finally apply heat bending to bend the mortise</p> <p>PC20. make surface support battens from bamboo culms of appropriate thickness for strength as per design specification</p> <p>Appropriate thickness: approx. 8-10 mm thickness is normally used. For special cases follow the design specification</p> <p>PC21. make flattened bamboo surface mat board manually using appropriate technique</p> <p>Appropriate technique: split the culm in 2 halves, remove the inner nodes and put the halves on the ground with the opened side down, make multiple slits using an axe starting from one end of the culm, while crushing move towards the middle of the culm and then start at other end making sure that the starting point of the slit is not in line with the slits made from the other side, after making the bamboo flat, glue it to a veneer ply, cut the crushed bamboo surface into desired shape and size for their application</p> <p>PC22. follow appropriate process of nailing in bamboo while making furniture</p> <p>Appropriate process: nailing without pre-boring frequently results in splitting. moreover, nails tend to become loose with time and may also corrode, both increase the risk of fungal attack</p> <p>PC23. return all the used tools and materials safely to the appropriate personal</p> <p>PC24. work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines</p> <p>PC25. maintain correct body posture while sitting and working for long hours and carrying heavy materials</p> <p>PC26. lift, carry or move heavy furniture from one place to another</p>
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	<p>using approved safe working practices</p> <p>PC27. select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines</p> <p>Personal protective equipment: masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons etc.</p> <p>PC28. follow electrical safety measures while working with electrically powered tools & equipment</p>
FFS/N 8401: Quality control	<p>PC1. check and use raw material as per the specified quality standards</p> <p>PC2. identify defects and communicate to the appropriate personnel when raw material do not confirm to quality standards</p> <p>PC3. check for any irregularities like splinters, protruding nails, cracks and unwanted cavities</p> <p>PC4. check for symmetry and right angles</p> <p>PC5. check for proper assembly of all furniture parts</p> <p>PC6. check for structural strength by applying load on furniture made</p> <p>PC7. identify amendable or adjustable defects and modify them</p> <p>PC8. carry out quality checks at specified intervals according to instructions</p> <p>PC9. perform through check of joints for strength and durability</p> <p>PC10. check and ensure that the final finish of the product is as per client requirement and design specification</p> <p>PC11. take appropriate action for fault rectification</p>
FFS/N 8601: Ensure health and safety at workplace	<ol style="list-style-type: none"> 1. work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines 2. ensure that health and safety instructions applicable to the work place are being followed 3. check the worksite for any possible health and safety hazards 4. follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment 5. ensure safe handling and disposal of waste and debris 6. identify and report any hazards and potential risks/ threats

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	<p>to supervisors or other authorized personnel, Hazards: sharp edged tools, hazardous surfaces, physical hazards, electrical hazards, health hazards from chemicals and other such toxic material etc.</p> <ol style="list-style-type: none">7. undertake first aid activities in case of any accident, if required and asked to do so8. 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 etc.9. maintain correct body posture while standing and working for long hours and carrying heavy materials10. lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices11. handle all required tools, machines , materials & equipment safely12. adhere to relevant occupational safety policies while handling sharp tools to make and install furniture and fittings13. take safety measures while handling glass, heavy wood, materials, chemicals etc.14. apply good housekeeping practices at all times, Good housekeeping practices: clean/tidy work areas, removal/disposal of waste products, protect surfaces15. report accident/incident report to authorised personal16. perform basic safety checks before operation of all machines, tools and electrical equipment17. follow recommended material handling procedure to control damage and personal injury18. follow safe working practices at all times19. follow appropriate procedure in case a of fire emergency20. follow electrical safety measures while working with electrically powered tools & equipment21. follow agreed work location procedures in the event of an
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	<p>emergency or an accident</p> <ol style="list-style-type: none">22. follow emergency and evacuation procedures in case of accidents, fires, natural calamities23. 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)24. comply with restrictions imposed on harmful chemicals inside work area during working hours25. correctly demonstrate rescue techniques applied during fire hazard26. demonstrate good housekeeping in order to prevent fire hazards27. demonstrate the correct use of a fire extinguisher28. demonstrate how to free a person from electrocution29. respond promptly and appropriately to an accident situation or medical emergency30. participate in emergency procedures, Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work31. 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); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)32. state methods of accident prevention in the work environment, Methods of accident prevention: training in
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	<p>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>
<p>FFS/N 8801: Work effectively with others</p>	<ol style="list-style-type: none"> 1. seek assistance from supervisor or any such appropriate authority as and when required 2. ask questions and seek clarifications on work tasks whenever required 3. seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel 4. identify and report any possible deviations to appropriate authority 5. address the problems effectively and report if required to immediate supervisor appropriately 6. receive instructions clearly from superiors and respond effectively on the same 7. follow escalation matrix in case of any grievance 8. accurately receive information and instructions from the supervisor related to one's work 9. coordinate and cooperate with colleagues to achieve work objectives 10. display courteous behaviour at all times 11. respond politely to customer queries and other team members 12. follow work place dress code 13. keep work area in a tidy and organized state 14. adhere to time lines and quality standards 15. follow organizational policies and procedures 16. share information with team wherever and whenever required to enhance quality and productivity at work place 17. work together with co-workers in a synchronized manner 18. communicate with others clearly, at a pace and in a manner that helps them to understand 19. show respect to other and their work 20. display active listening skills while interacting with others at

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	<p>work</p> <ol style="list-style-type: none">21. demonstrate responsible and disciplined behaviors at the workplace22. disciplined behaviours: e.g. punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc.
Means of assessment 1 Paper Pencil Test.	
Means of assessment 2 Viva and Practical Assessment	
Pass/Fail <ol style="list-style-type: none">1. Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria5. To be deemed competent in the Qualification Pack , every trainee should score a minimum of 70% in every NOS6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.	

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SECTION 2

EVIDENCE OF LEVEL

OPTION A

Title/Name of qualification/component: Lead Furniture Maker		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<p>The incumbent works in familiar and predictable routine making furniture using various tools and techniques. The situation of clear choice (descriptor of level 4) is evident through the following examples:</p> <ul style="list-style-type: none"> • verify material quality using defined preliminary checks • use approved procedures to inspect bamboo visually for any possible defects as per required standard parameters prior to work • read and interpret the details from design/drawings relevant to furniture making • prepare and provide cost estimate to the client after evaluating various factors • carryout marking activities using templates • procure material as per furniture component requirement to make furniture components • make different kinds of joinery components of bamboo to assemble bamboo furniture • assemble furniture components using different 	Prepares person to/carry out processes that are repetitive, on a regular basis, with little application of understanding, more of practice.	4

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Title/Name of qualification/component: Lead Furniture Maker		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>joints</p> <ul style="list-style-type: none"> ensure that the finished work meets the required standard 		
Professional knowledge	<p>The incumbent has factual knowledge of field of knowledge or study (bamboo furniture making) Examples:</p> <ul style="list-style-type: none"> different types of tools, materials and their uses how to carryout marking and measuring activities for own work and to support the activities of the subordinates knowledge of terminology, pictorial representation, symbols, etc. related to furniture making Basic measurements units, calculations and mathematics how to interact with client to decide on the procurement of material to maintain a positive image about the organisation how to make different furniture components how to make different kinds of joinery components of bamboo to assemble bamboo furniture how to assemble furniture components using different joints 	Material, tools and applications in a limited context, understands context of work and quality.	4
Professional skill	Most of the work involves recall and demonstration of practical skill, is routine and repetitive and in a narrow range of application. The incumbent also uses appropriate rule and	Limited service skills used in limited context; select and apply tools; assist in professional works with no variables; differentiate good and bad quality.	4

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Title/Name of qualification/component: Lead Furniture Maker		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>tool and quality concepts to complete their work. This is evident through:</p> <ul style="list-style-type: none"> • use appropriate techniques, tools equipment and machines to make bamboo furniture and joinery • use approved procedures to inspect bamboo visually for any possible defects as per required standard parameters prior to work • read and interpret the details from design/drawings relevant to furniture making • prepare and provide cost estimate to the client after evaluating various factors • carryout marking activities using templates • procure material as per furniture component requirement to make furniture components • make different kinds of joinery components of bamboo to assemble bamboo furniture • assemble furniture components using different joints • ensure that the finished work meets the required standard 		
Core skill	<ul style="list-style-type: none"> • The incumbent needs language to communicate written or oral, with required clarity, to interact with customers, various supervisors, personnel and teams, confirm requirements and communicate the same for shared understanding. Also prepare a range of routine 	Receive and transmit written and oral messages, basic arithmetic, personal financing, understanding of social, political, and religious diversity, hygiene and environment.	4

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Title/Name of qualification/component: Lead Furniture Maker		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>documentation.</p> <ul style="list-style-type: none"> fill logs, forms and formats in local language or Hindi for recording quantity and quality of work figures, defects identified or rectified, measurement of opening and post work and other related information, etc. whenever needed. take notes/instructions related to work in local language or Hindi from supervisor/client document site measurement and material requirement as per design provide client with all relevant work 		
Responsibility	<ul style="list-style-type: none"> The incumbent works with responsibility for own work and learning, which is evident from the incumbent's deliverables and also there is no responsibility for the learning of others therefore this is not level 5. For example: <ul style="list-style-type: none"> use approved procedures to rectify any defects that are within one's competency level and ensure that the finished work meets the required standard ensure that the work gets complete as per client requirement maintaining quality standards and they conform to the given job specification 	No responsibility; works under instruction and close supervision.	4

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SECTION 3

EVIDENCE OF NEED

What evidence is there that the qualification is needed?

We visited various companies and collected their feedback on the requirement of these job roles, which were further discussed during the task force meeting organised by SSC. This was largely based on volume of people required, quantitative and qualitative shortfall which the Industry feels they face. Governing council of FFSSC gave final approval and endorsement for the same.

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

Furniture sector representing about 0.5 per cent of the total GDP. Furniture industry is growing at a CAGR of 13%. Today in India, Wood Products, Furniture and Fixtures contribute 27.01 % in the total manufacturing sector.

Employment in furniture manufacturing is projected to grow from 2.16 million (2013) to 5.59 million (2017-22). The market is moving more towards organized segment. This is marked by increasing customer preference for readymade, branded furniture. Preference is tilting towards high-end, low maintenance, quickly installable products, with customization options.

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

- NSDC list of Approved and Under-Development QPs was checked prior to commissioning the work

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?

- Agencies have been appointed by the SSC to interact with training providers to gather feedback in implementation.
- Monitoring of results of assessments
- Employer feedback will be sought post-placement
- A formal review is scheduled in two year time i.e. 2018

Skill study in Furniture and Fittings Sector attached

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?

- Horizontal and vertical mobility options have been articulated in occupational map
- Occupational Map and progression matrix

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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.
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.

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LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
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 variable routine and non-routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
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.

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

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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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.