Model Curriculum

QP Name: Interior Designer

QP Code: FFS/Q0204

QP Version: 2.0

NSQF Level: 5

Model Curriculum Version: 2

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Training Parameters

Sector	Interiors, Furniture and Fixtures
Sub-Sector	Interior Design and Installation
Occupation	Interior Designing
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3432.0100
Minimum Educational Qualification and Experience	Completed 2nd year of 3-year/ 4-years UG Or Pursuing 2nd year of 3-year/ 4-years UG and continuing education Or Completed 2nd year of diploma (after Grade 12) Or Pursuing 2nd year of 2-year diploma after Grade 12 Or Grade 12 pass with 2 years of any combination of NTC/NAC/CITS or equivalent. Or Completed 3-year diploma after Grade 10 with 1 year of relevant experience Or Grade 12 pass with 1-year of NTC/NAC with 1 year of relevant experience Or Completed 1st year of 3-year/ 4-years UG with 1 year of relevant experience Or Grade 12 pass with 2 years of relevant experience Or Grade 10 pass with 4 years of relevant experience Or Previous relevant Qualification of NSQF Level 4.5 (Assistant Interior Designer) with 1.5 years of relevant experience Or Previous relevant Qualification of NSQF Level 4.0 (Draughtsperson (Interior Design)) with 3 years of relevant experience
Minimum Level of Education for Training in School	N.A.
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed on	31-08-2023

Next Review Date	31-08-2026
NSQC Approval Date	31-08-2023
Q.P. Version	2.0
Model Curriculum Creation Date	03-06-2023
Model Curriculum Valid Up to Date	31-08-2026
Model Curriculum Version	2.0
Minimum Duration of the Course	840 hr.
Maximum Duration of the Course	840 hr.

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:

- Describe the organizational map of interiors and role of Interior Designer.
- List the different types of advanced Interior Projects, Products, Materials, and Hardware.
- Describe the process of identifying and assessing client requirements.
- Demonstrate the process of defining a Tentative Scope of Work (TSOW).
- Explain the requisites involved in project planning and estimation process.
- Demonstrate the process of effective team and task delegation.
- State the importance of timely supervision and monitoring of on-site work.
- Design and develop an effective grievance redressal mechanism.
- Conduct market research based on required material specifications.
- Design and develop concepts, drafts, and plans in the designing process.
- Discuss the process of designing mood boards, 3D renders, miniatures, drawings/layouts and their importance in interior designing process.
- List various pre-requisites involved in final approval of drawings and specifications.
- Perform selection of material specifications and finishes based on approved colour palettes and mood boards.
- Demonstrate the process of designing an procurement plan and various elements involved in it.
- Conduct vendor exploration based on market research and required specifications.
- Discuss the process of project handover and client signoff.
- Discuss various aspects of employability skills and employ such practices towards personal and organizational growth.
- Follow and ensure the compliance of the Occupational Health & Safety protocols while designing.
- Explain the methods for material conservation and resource optimization during interior designing.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module (s)	**18:00**	**12:00**	**00:00**	**00:00**	**30:00**
Module 1: Introduction to the role of Interior Designer	08:00	00:00	00:00	00:00	08:00
Module 2: Introduction to various types of Interior projects and advanced products, materials, and accessories	10:00	12:00	00:00	00:00	22:00

FFS/N0220: Assist in client servicing and defining scope of work for different projects NOS Version No. 2 NSQF Level- 5	**36:00**	**54:00**	**00:00**	**00:00**	**90:00**
Module 3: Identify and assess the project details	12:00	18:00	00:00	00:00	30:00
Module 4: Defining Tentative Scope of Work	12:00	18:00	00:00	00:00	30:00
Module 5: Project planning and estimation	12:00	18:00	00:00	00:00	30:00
FFS/N0221: Project management & supervision in line with the finalized/approved scope of work for respective projects NOS Version No. 2 NSQF Level- 5	**36:00**	**54:00**	**00:00**	**00:00**	**90:00**
Module 6: Planning for team and task delegation	12:00	18:00	00:00	00:00	30:00
Module 7: Supervision and monitoring of on-site work	12:00	18:00	00:00	00:00	30:00
Module 8: Grievance handling mechanism	12:00	18:00	00:00	00:00	30:00
FFS/N0222: Ensure development of Interior design concepts/plans for multiple projects NOS Version No. 2 NSQF Level- 5	**38:00**	**82:00**	**00:00**	**00:00**	**120:00**
Module 9: Conduct market research	12:00	18:00	00:00	00:00	30:00
Module 10: Develop design concepts and plans	12:00	32:00	00:00	00:00	44:00
Module 11: Develop mood boards, 3D renders, miniatures, drawings/layouts	14:00	32:00	00:00	00:00	46:00
FFS/N0223: Assist in finalizing of Project design dockets, selection of material and execution of various projects NOS Version No. 2 NSQF Level- 5	**30:00**	**60:00**	**00:00**	**00:00**	**90:00**
Module 12: Drawing and specifications approval	15:00	30:00	00:00	00:00	45:00

Module 13: Material and finishes selection	15:00	30:00	00:00	00:00	45:00
FFS/N0224: Assist in procurement management and site installation of multiple projects **NOS Version No. 2** **NSQF Level- 5**	**30:00**	**54:00**	**00:00**	**00:00**	**90:00**
Module 14: Procurement planning and supervision	12:00	18:00	00:00	00:00	30:00
Module 15: Vendor exploration	12:00	18:00	00:00	00:00	30:00
Module 16: Project Installation and handover	12:00	18:00	00:00	00:00	30:00
DGT/VSQ/N0102: Employability Skills (60 Hours) **NOS Version No. 1** **NSQF Level- 4**	**30:00**	**30:00**	**00:00**	**00:00**	**60:00**
Module 17: Employability Skills	30:00	30:00	00:00	00:00	60:00
FFS/N8207: Supervise health and safety protocols for project designing at the workplace **NOS Version No. 3** **NSQF Level- 5**	**12:00**	**18:00**	**00:00**	**00:00**	**30:00**
Module 18: Health, safety, and hygiene protocols while designing	08:00	12:00	00:00	00:00	20:00
Module 19: Material conservation and resources optimization	04:00	06:00	00:00	00:00	10:00
FFS/Q0204: On-the job training **QP Version No. 2** **NSQF Level- 5**	**00:00**	**00:00**	**240:00**	**00:00**	**240:00**
Module 20: On the Job Training for Interior Designer job role	00:00	00:00	240:00	00:00	240:00
Total Duration	**236:00**	**364:00**	**240:00**	**00:00**	**840:00**

Module Details

Module 1: Introduction to the role of Interior Designer
Bridge Module

Terminal Outcomes:

- Explain the scope and functioning of the Interiors Industry.
- Explain the role and responsibilities of an Interior Designer.
- Discuss the scope of work for an Interior Designer.

Duration: *08:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Elaborate on the various organizational structure, processes, code of conduct, reporting matrix, and escalation hierarchy. - Describe the scope and significance of the interiors industry. - Describe the occupational map of the Interiors industry-related job roles. - Describe the attributes and essential skill sets required for an Interior Designer. - Explain the role, responsibilities, and key result areas of an Interior Designer. - List the various operations/activities that take place at the worksite and Interior designer role in the same. - Describe the career progression path for an Interior Designer. - Discuss the regulatory authorities, laws, and regulations related to an individual while working. - Explain the importance of job cards and timely reporting to supervisors in employee performance evaluation.	
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Project/Theme Based Props as required	

Module 2: Introduction to various types of Interior projects and advanced products, materials, and accessories
Bridge Module

Terminal Outcomes:

- Discuss the usage of different raw materials in the Interiors, Furniture, Fittings, and Allied sectors.
- Explain the usage of different types of advanced architectural hardware and fittings in interior projects.
- Explain the difference between various interior design projects based on space, style, and themes.
- Demonstrate the steps involved in the interior designing process based on client requirements.

Duration: *10:00*	Duration: *12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Distinguish between interior drafting, interior designing, and interior project management. - Illustrate the process flow of an Interior Designing project. - Classify different types of Interior Design projects in terms of space, theme, and styles. - Describe various types of advanced raw materials and accessories used in an Interior Design project. - Describe various categories of advanced architectural hardware and fittings used designing and their usage. - Elaborate different types of furniture and their area of applications. - Discuss the latest trends and advancements related to the interior designing process. - Discuss the role of effective communication skills required for Interior Designer.	- Classify the different types of raw material as per the given checklist. - Select the architectural hardware as per the type of application. - Analyze different Interior projects for categorization based on space, style, and themes. - Examine the Interior projects and define the theme and elements. - Demonstrate the steps involved in the interior design project from client deliberations to project handover and signoff.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 3: Identify and assess the project details
Mapped to FFS/ N0220 v 2.0

Terminal Outcomes:

- Explain the process of conducting client deliberation and analyzing project feasibility.
- Demonstrate the process of analyzing client info for the scope of work.
- Discuss the factors contributing to the project approval process.

Duration: *12:00*	Duration: *18:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the key design parameters involved in deliberation with clients. - List a set of questions for analyzing client info during project deliberations. - List the factors contributing to determining the scope of work and project feasibility. - Describe the process of identifying feasibility for conducting recce/site survey.	- Analyze the client profile to determine project execution feasibility. - Demonstrate the process of evaluating and identifying client info for project execution feasibility. - Examine the worksite layout to determine the scope of work. - Interpret the scope of work from recce/site survey based on the client's requirement.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Sample of budget and cost estimate forms	

Module 4: Defining Tentative Scope of Work
Mapped to FFS/ N0220 v 2.0

Terminal Outcomes:

- Discuss the various health and safety considerations while conducting site survey/recce.
- Explain the pre-requisites involved in conducting site survey/recce operation.
- Demonstrate the process of planning and organizing a site survey for the Interior Designing process.
- Examine the worksite and perform the measurement and marking activities.

Duration: *12:00*	Duration: *18:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- State the importance of effective team delegation based on the specific skill set of team members. - Explain the SOP involved in conducting site survey/recce and the role of client POCs and external agencies in the process. - Discuss the documentation formalities associated with the site survey/recce activity. - Discuss different factoring contributing to the development of the effective and accurate recce report.	- Perform team delegation for conducting site recce based on project scope. - Demonstrate how to perform site survey/recce based on the specified scope of work details. - Examine the recce report based on details collected during site survey/recce.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Sample of job cards	

Module 5: Project planning and estimation
Mapped to FFS/ N0220 v 2.0

Terminal Outcomes:

- Explain the importance of effective record keeping in the project through various documentation formats.
- Illustrate the steps involved in preparing a project plan and relevant documents.
- Discuss the role of various departments in finalizing the scope of work.

Duration: *12:00*	Duration: *18:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the usage and importance of project plan, block estimates, quotations in preparing scope of work. - Explain various factors involved in preparing a project plan and its importance. - Describe the various communication channels for effective communication with others. - Discuss the importance of providing regular work updates to the supervisors.	- Demonstrate the process of preparing project plan based on given project timelines and schedules. - Prepare the block estimate and quotation based on client and interior designing requirements. - Demonstrate the process of record-keeping and timely reporting to the supervisor.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Measurement and Marking Tools, Project/Theme based props for simulation as required.	

Module 6: Planning for team and task delegation
Mapped to FFS/N0221 v 2.0

Terminal Outcomes:

- List the principles guiding the team and task delegations.
- Describe the process of planning and delegating tasks effectively.
- Demonstrate the steps involved in preparing project budgets and procurement plan.

Duration: _12:00_	Duration: _18:00_
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the various elements of a project plan and the factors contributing to the development process. - Explain the rules which guide in selecting the tasks for delegation to the appropriate person. - State the importance of delegating tasks for effective execution of the project. - Explain the method of calculating project budget parameters based on project execution requirements. - Explain the role of a work monitoring plan in project execution. - Discuss various methods and techniques associated with monitoring a project.	- Demonstrate how to prepare a project plan based on the project timeline, schedules, and team availability. - Demonstrate the process of delegating tasks and responsibilities effectively. - Employ suitable tools to prepare a project budget. - Demonstrate the process of estimating material cost and requirement for budget calculation. - Prepare an effective work monitoring plan for project execution.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Sample of job card	

Module 7: Supervision and monitoring of on-site work
Mapped to FFS/N0221 v 2.0

Terminal Outcomes:

- Discuss the importance of effective supervision and monitoring in project execution.
- Demonstrate the process of project management during on-site work.
- List the documentation requisites involved in client signoff and project handovers.

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List all the elements involved in designing work timelines and schedules. - State the importance of effective task delegation in adherence to work timelines and schedules. - State the significance of the feedback mechanism in the program's overall efficiency. - State the importance of client walk-throughs and inspections in the efficiency of the project execution. - State the importance of cost variance in project management. - List the steps involved in incorporating cost changes during project execution. - Explain the documentation formalities associated with the project closure and handover.	- Demonstrate the process of preparing work timelines and schedules based on the effective demarcation of materials and resources. - Demonstrate the correct way of documenting the feedback, updates, and information received. - Demonstrate the steps involved in performing client walk-throughs and inspections. - Evaluate the financial performance during project execution using the cost variance process. - Demonstrate how to prepare and maintain project closure and handover reports upon project completion for multiple projects.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Project/Theme based props for simulation as required.	

Module 8: Grievance handling mechanism
Mapped to FFS/N0221 v 2.0

Terminal Outcomes:

- Design an effective grievance redressal mechanism.
- Illustrate the role of effective performance management in the efficiency of employees.
- Discuss the organizational policies and standards associated with grievance redressal and performance management systems.

Duration: *12:00*	Duration: *18:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss various documentation requirements associated with the departmental workings. - Explain the role of the organizational policies in a grievance redressal mechanism. - State the importance of an efficient and effective grievance redressal mechanism. - Discuss the impact of team building and training activities on the quality and efficiency of employee performance. - List various group activities and exercises to be inducted into the performance management plan.	- Demonstrate how to manage the client interactions and project execution work using appropriate tools and templates. - Employ suitable techniques and methods to address and resolve queries, concerns, and requests effectively. - Employ suitable methods to design and implement team building and training activities.

Classroom Aids
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)

Tools, Equipment, and Other Requirements
Designing/Drafting Tools and Equipment, Designing software and systems

Module 9: Conduct market research
Mapped to FFS/N0222 v 2.0

Terminal Outcomes:

- Explain various standards, rules, and regulations concerning interior design work.
- Demonstrate the steps involved in conducting adequate market research.
- List various types of interior decor products based on the type of interior project.

Duration: *12:00*	Duration: *18:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List all the standards, rules, and regulations associated with interior designing. - List various national and international market trends and technologies in interior designing. - State the role of market research during effective client deliberation and design finalization. - Explain the importance of regular market research in the identification of different types of materials based on project feasibility. - Discuss the steps involved in vendor partners analysis and selection process.	- Employ appropriate rules and regulations while performing interior design work. - Conduct market research based on initial client requirements for market trends and new technologies. - Analyze the business requirements to shortlist suitable vendor partners based on required material specifications.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 10: Develop design concepts and plans
Mapped to FFS/N0222 v 2.0

Terminal Outcomes:

- Demonstrate how to design and develop concepts and plans for interior designing.
- Describe the role of an effective design visualization process in interior designing.

Duration: *12:00*	Duration: *32:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain various visualization techniques associated with the designing process. - List all the factors contributing to the effective design visualization process. - Explain how specified materials get used in different ways based on design requirements. - List all the project execution factors contributing to effective interior designing. - State the importance of the feedback mechanism in the program's overall efficiency.	- Demonstrate effective design visualization skills while preparing scope of work. - Perform design deliberation with concerned teams based on project execution parameter. - Demonstrate the correct way of documenting the feedback, updates, and information received.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 11: Develop mood boards, 3D renders, miniatures, drawings/ layouts
Mapped to FFS/N0222 v 2.0

Terminal Outcomes:

- Demonstrate the steps involved in designing and developing mood boards, 3D renders, miniatures, drawings/layouts.
- Describe various fundamentals involved in developing design concepts and plans.

Duration: *14:00*	Duration: *32:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the steps involved in designing of drafts of mood boards, 3D renders, and miniatures. - State the role of mood boards, miniatures/models, 3D renders in the interior designing and execution process. - Explain the process of review and modification of miniatures/models and 3D render based on appropriate tools and software's.	- Demonstrate effective client deliberation skills while presenting concepts, drawings, mood boards, 3D renders, miniatures, etc. - Demonstrate how to prepare mood boards, miniatures/models, 3D renders based on approved design specifications. - Examine the designing process of miniatures, models, 3D render based on specified specifications.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 12: Drawing and specifications approval
Mapped to FFS/N0223 v 2.0

Terminal Outcomes:

- Discuss the importance of client deliberations in drawings and specifications approval.
- Demonstrate the process of preparing and validating the Approved for Construction (AFC) drawings.
- Explain various elements of a design docket.
- Discuss the process of finalizing the scope of work from the client for project execution.

Duration: *15:00*	Duration: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the significance of renders, models, mood boards, colour palettes in the interior designing process. - Explain the steps involved in the approval of FSOW from the client and supervisor. - Discuss the role of various elements in construction structures affecting interior designing. - State the importance of adherence to standard construction parameters for effective interior designing. - List all the technicalities associated with an interior design docket. - Explain the quality parameters associated with the efficient project designs. - Describe the process of designing and maintaining the Approved for Construction (AFC) drawings and their implementation procedures. - State the importance of validating final drawings based on the specified timeline, budget, and material specifications.	- Demonstrate effective communication and deliberation skills while interacting with clients. - Demonstrate the process of preparing and approval of Final Scope of Work (FSOW). - Employ suitable techniques of communication while instructing concerned team members. - Demonstrate the process of checking project designs based on specified instructions. - Perform validation of Approved for Construction (AFC) drawings based on specified instructions. - Examine the approved drawings/designs for the approved specifications and client requirements.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 13: Material and finishes selection
Mapped to FFS/N0223 v 2.0

Terminal Outcomes:

- Analyze and select appropriate material specifications and finishes based on FSOW.
- Explain various properties associated with different types of materials for interior design work.

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List various types of interior design elements based on design specification requirement. - Describe the material properties, applications, costing, finish types for different types of interior design elements. - Explain the role of mood boards and colour palettes in the selection of various types of material finishes and specifications.	- Perform a final selection of different materials and finishes based on required specifications. - Identify and select the appropriate material finishes based on approved design specifications.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 14: Procurement planning and supervision
Mapped to FFS/N0224 v 2.0

Terminal Outcomes:

- Demonstrate the process of preparing an effective procurement plan.
- Discuss the sorting and approval process of tender documents in a procurement process.
- Explain various factors involved in evaluating and approval of a procurement plan.

Duration: _12:00_	Duration: _18:00_
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss key factors and sub-factors contributing to the evaluation of a procurement plan. - Describe various elements of a procurement plan. - List all the documentation requisites associated with a tender docket. - Explain the role of different documentations in a tender document. - State the technicalities associated with material calculation and optimization processes.	- Employ appropriate strategy to evaluate the procurement plan. - Examine the process of tender documents preparation based on required material specifications. - Demonstrate how to calculate and optimize the material for project execution and procurement.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 15: Vendor exploration
Mapped to FFS/N0224 v 2.0

Terminal Outcomes:

- Explain the process of conducting an effective vendor exploration.
- Explain various factors involved in evaluating and approval of multiple vendors.

Duration: *12:00*	**Duration**: *18:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- State the role of market research during the procurement process. - Discuss the approval process of vender's shop drawings based on required specifications. - List all the quality parameters associated with the QC process of procured materials.	- Perform market research to determine suitable vender based on initial client requirements. - Demonstrate the process of analyzing and approval of vender's shop drawings. - Perform the quality checking of the procured materials. - Employ suitable quality tests to ensure quality standards of procured materials.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 16: Project Installation and handover
Mapped to FFS/N0224 v 2.0

Terminal Outcomes:

- Employ suitable documentation formats to prepare project handover and completion reports.
- Discuss various quality parameters associated with project installation and handover stages.
- State the importance of effective time management and record-keeping.

Duration: *12:00*	Duration: *18:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the steps involved in the redressal of variations in project execution. - Discuss the role of regular quality checks in effective project execution. - Explain various statutory and regulatory guidelines associated with project execution at the worksite. - State the importance of time management and usage of effective record keeping techniques for project execution.	- Examine the worksite for the execution of installation process as per design specifications. - Perform quality check during project installation stage using appropriate tools and equipment. - Employ suitable statutory and regulatory guidelines for project execution. - Demonstrate the process of record-keeping and timely reporting to the supervisor.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Designing/Drafting Tools and Equipment, Designing software and systems	

Module 17: Employability Skills
Mapped to DGT/VSQ/N0102, v 1.0

Terminal Outcomes:

- Understand basics of 21st-century learning concepts like Blended Learning, Facilitation & Self Learning.
- Discuss the concept of Employability skills and their importance towards organizational growth.
- Explain the role of Employability skills in the future of work during changing markets and scenarios.
- Demonstrate steps involved in preparing a career plan using a specified tool kit.
- Employ suitable employability skills while working in an organization or at a workplace.
- Demonstrate the process of preparing sample session plans and related templates using the specified toolkit

Duration: *30:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the Employability Skills required for jobs in various industries. - Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society, and personal values and ethics such as honesty, integrity, caring, and respecting others that are required to become a responsible citizen. - Discuss importance of relevant 21st century skills. - Describe the benefits of continuous learning - Explain the importance of active listening for effective communication. - Discuss the significance of working collaboratively with others in a team. - Discuss the significance of escalating sexual harassment issues as per the POSH act. - Outline the importance of selecting the right financial institution, product, and service. - Discuss the legal rights, laws, and aids. - Describe the role of digital technology in today's life. - Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely. - Explain the types of entrepreneurship and enterprises. - Discuss how to identify opportunities for potential business, sources of funding and	- List different learning and employability related GOI and private portals and their usage. - Show how to practice different environmentally sustainable practices. - Exhibit 21st century skills like Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. - Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone. - Read and interpret text written in basic English. - Write a short note/paragraph / letter/e -mail using basic English. - Create a career development plan with well-defined short- and long-term goals. - Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. - Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD. - Demonstrate how to carry out offline and online financial transactions, safely and securely.

- associated financial and legal risks with its mitigation plan.
- Describe the 4Ps of Marketing-Product, Price, Place, and Promotion and apply them as per requirement.
- Describe the significance of analyzing different types and needs of the customers.
- Explain the significance of identifying customer needs and responding to them in a professional manner.
- Discuss the significance of maintaining hygiene and dressing appropriately.
- Discuss the significance of maintaining hygiene and confidence during an interview. .

- List the common components of salary and compute income, expenditure, taxes, investments, etc.
- Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.
- Create sample word documents, excel sheets, and presentations using basic features.
- utilize virtual collaboration tools to work effectively.
- Create a sample business plan, for the selected business opportunity.
- Create a professional Curriculum Vitae (CV).
- Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively.
- Perform a mock interview.
- List the steps for searching and registering for apprenticeship opportunities.

Classroom Aids
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)

Tools, Equipment, and Other Requirements
Sample CV and Biodata, Payment Gateway Devices, Sample Business Plan, Sample formats for English communication.

Module 18: Health, safety, and hygiene protocols while designing
Mapped to FFS/N8207, v 3.0

Terminal Outcomes:

- Describe how to maintain a healthy, safe, and secure environment at the workplace.
- Demonstrate health and safety procedures in interior designing and planning.
- Discuss various preventive measures for dealing with emergencies at the worksite.

Duration: 08:00	Duration: 12:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List all the health and safety protocols associated with working at the worksite. - Discuss various health and safety hazards associated with the project execution during construction and subsequent maintenance. - Explain the importance of an effective health and safety plan during project execution. - List the poor organizational practices concerning hygiene, food handling, and cleaning. - State the importance of using Personal Protective Equipment (PPE) based on the manufacturer's instructions. - Discuss the health and safety measures associated with the project designs. - Discuss the significance of maintaining work ethics, dress code, and personal hygiene. - State the importance of workplace sanitization. - Explain the operational guidelines for the usage of emergency tools and equipment. - Explain the steps involved in responding to an emergency. - Describe the first aid procedures in case of emergency. - List all the concerned control measures while working at the worksite. - Describe the types of hand signals and signage and their application.	- Employ suitable health and hygiene protocols while working at the worksite. - Analyze and identify worksite site hazards during construction and subsequent maintenance. - Demonstrate how to design and implement a health and safety plan for the worksite. - Examine the worksite for poor organizational practices. - Demonstrate the usage of various personal protective equipment while working at the worksite. - Examine the project design for proper implementation of health and safety measures. - Demonstrate the correct way of sanitizing and washing hands. - Demonstrate the use of emergency tools and equipment. - Illustrate the emergency evacuation process in line with organizational protocols. - Design a contingency plan for emergencies like a fire, short circuit, accidents, earthquake, etc. - Demonstrate First Aid and CPR as part of training in routine operations. - Employ suitable methods to communicate necessary control measures to concerned team members. - Identity and interpret the given pictorial representations of safety signs and hand signals.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Personal Protective Equipment, Measurement and Marking Tools, Materials, Tools and Equipment, Theme-based props.	

Module 19: Material conservation and resources optimization
Mapped to FFS/N8207 v 3.0

Terminal Outcomes:

- Implement safety practices and optimize the use of resources during interior designing and planning.
- Apply conservation practices at the worksite through effective designing.
- Illustrate sustainable practices at the workplace for energy efficiency and waste management.

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the importance of efficient utilization and conservation of material. • Explain the various elements involved in electricity and fuel consumption data for analyzing the process. • State the difference between renewable and non-renewable sources of energy.	• Demonstrate various techniques of effective utilization of resources. • Illustrate the process of collecting and analyzing the energy utilization data.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)	
Tools, Equipment, and Other Requirements	
Personal Protective Equipment, Measurement and Marking Tools, Materials, Tools and Equipment, Theme based props	

Module 20: On-the-Job Training for Interior Designer job role
Mapped to FFS/Q0204 v 2.0

Mandatory Duration: 240:00	Recommended Duration: 00.00
Module Name: On-the-Job Training	
Location: On Site	

Terminal Outcomes

- Demonstrate effective communication skills during client deliberations in multiple projects.
- Demonstrate how to use different designing and drafting tools in multiple projects.
- Demonstrate how to use various designing software's in multiple projects.
- Demonstrate the creativity that is central to any type of decorating and design in multiple projects.
- Create the visual presentation to show to clients.
- Demonstrate the process of running errands, answering phones, or even contacting clients to obtain important information in multiple projects.
- Analyze, search, sort, and select the required material specifications and finishes in multiple projects.
- Select the appropriate theme, style and layout based on design requirements in multiple projects.
- Demonstrate variety of tasks, from sourcing furniture and fixtures to creating floor plans and other documents in multiple projects.
- Employ suitable skills to manage client relationships and oversee projects from start to finish in multiple projects.
- Creating design drafts using computer design software or hand drafting tools such as pencils or charcoal.
- Conducting research related to interior design trends and market conditions to identify opportunities for new products or services in multiple projects.
- Communicating with contractors, architects, and other subcontractors to ensure that projects are completed on time and within budget.
- Incorporate various safety related practices during designing in multiple projects.
- Maintain a safe and secure environment at the manufacturing plant.
- Maintain compliance with the organizational, environmental- related guidelines.
- Coordinate with supervisors and colleges for job work information.

Annexure

Trainer Requirements

Trainer Prerequisites – either one of the 5 options						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Engineering (Civil, Mechanical), Architecture, Interior Design, Furniture Designing/Manufacturing or Any other Discipline	7	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
ITI	Interior Designing/Architectural Drafting	8	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Diploma	Interior Designing/Architectural Drafting	8	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Certificate-NSQF	NSQF Level 5 Interior Designer (FFS/Q0204)	4	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Required- Work Experience and Recommendation letter from Employer, Certificates of Training from companies. Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.

| Certificate-NSQF | NSQF Level 5.5 Assistant Project Manager (Interior Design) (FFS/Q0205) Or Above | 3 | Interior Design and Build/ Architecture | 1 | Preferable - Vocational or Academic Training | Required- Work Experience and Recommendation letter from Employer, Certificates of Training from companies. Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills. |

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Interior Designer" mapped to QP: "FFS/Q0204, v2.0" Level 5. The minimum accepted score as per FFSC guidelines will be 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0". The minimum accepted score will be 80% aggregate.

Assessor Requirements

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	*Specialization*	*Years*	*Specialization*	
Graduate	Engineering (Civil, Mechanical), Architecture, Interior Design, Furniture Designing/Manufacturing or Any other Discipline	7	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
ITI	Interior Designing/Architectural Drafting	8	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Diploma	Interior Designing/Architectural Drafting	8	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Certificate-NSQF	NSQF Level 5 Interior Designer (FFS/Q0204)	4	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Required- Work Experience and Recommendation letter from Employer, Certificates of Training from companies. Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.

Certificate-NSQF	NSQF Level 5.5 Assistant Project Manager (Interior Design) (FFS/Q0205) Or Above	3	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Required- Work Experience and Recommendation letter from Employer, Certificates of Training from companies. Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Interior Designer" mapped to QP: "FFS/Q0204, v2.0" Level 5. The minimum accepted score as per FFSC guidelines will be 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0". The minimum accepted score will be 80% aggregate.

Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the learner on the required competencies of the program.

At FFSC, we believe to gauge the performance of a candidate a holistic approach for assessment is essential. As such we have devised a multi-tier process to keep track of candidate overall progress at various stages. While a few techniques are imbibed as part of the training delivery program, others are explicit ways of testing. These are:

1. Internal (Preferred)
    a. Trainer Led Assessment
    b. Master Trainer/ Program Mentor Led Assessment
2. External
    a. Assessment Partners/ Freelance Assessors (Mandatory)
    b. Industry (Preferred)

1. Internal (Preferred)

a. Trainer Led Assessment:

As part of the Training Delivery Program, various tests and projects are designed at regular intervals to gauge the progress of the candidate during the training program. These are mix of Theory and practical, individual and group activities.

Trainers will be provided specific training under the ToT programs to conduct these assessments. A report of the same will be submitted to the assigned Master Trainer/ Program Mentor.

b. Master Trainer/ Program Mentor Led Assessment:

Every trainer/ batch should be connected with a Master Trainer/ Program Mentor, who will keep a check on the progress of the batch. Trainer can consult the Master Trainer/ Program Mentor with regards to training delivery or conducting periodic assessments.

Master Trainer/ Program Mentor may conduct their own session to assess the progress of the candidates, using the means as deemed suitable and feasible.

2. External

a. Assessment Partners/ Freelance Assessors:

An external assessment shall mandatorily be conducted be Assessment Partners via ToA certified Assessors or ToA certified Freelance Assessors. There are 3 key stages of any assessment activity – Pre-Assessment, During Assessment and Post Assessment. The defined system for conducting the assessment shall be followed at each stage.

FFSC Training and Assessment Team or any other assigned authority by FFSC, may conduct surprise or planned visits and checks from quality assurance and monitoring perspective.

The requirements and details of each stage are as highlighted below:

1. **Pre-Assessment:**
   a. Assessment Partner/ Assessor/ Freelance Assessor Validation
   b. Training Centre Check for Assessment Setup/ Infra
   c. Question Papers submission by Assessment Partner/ Freelance Assessor to FFSC
   d. FFSC to validate and approve the Question papers in line with NOS and PC.
   e. FFSC Affiliation and Project Assessment Approval
   f. Centre ready for Assessment intimation by Training Partner or by the assigned Neutral Assessment Centre

2. **During Assessment (on the Assessment Day):** The assessment can be conducted in offline, online or hybrid format depending on the feasibility and approvals from FFSC. Under either process the below guidelines are important to be compiled:
   a. Check the availability of the Lab Equipment for the particular Job Role as per the mode of conducting assessment.
   b. Candidate Validation: Confirm the Aadhar Card details of candidates
   c. Check the duration of the training
   d. Check the Assessment Start and End time to be as specified in documents
   e. Assessor/ Freelance Assessor must follow the assessment guidelines at all times.
   f. Intimation to FFSC Training and Assessment Monitoring Team for Assessment Quality Assurance checks.
   g. Ensure evidence of conducting assessment is gathered as per FFSC protocol:
      i. Time-stamped and geotagged reporting of the assessor from assessment location
      ii. Centre photographs with signboards and scheme-specific branding
      iii. Biometric or manual attendance sheet (stamped by T.P.) of the trainees during the training period
      iv. Time-stamped and geotagged assessment (Theory + Viva + Practical) photographs and videos
   h. Required documentation for submissions to the FFSC

3. **Post Assessment:**
   a. Timely submission of the assessment documentation and feedback to FFSC
   b. Hard copies of the documents are stored
   c. Soft copies of the documents and photographs of the Assessment are uploaded/accessed from Cloud Storage
   d. Soft copies of the documents and photographs of the Assessment stored in the Hard Drives
   e. Any other compliance requirement as defined by FFSC

b. Industry Partner:

FFSC may engage the Industry Partners and the Subject Matter Experts to conduct the Assessment of the candidates at various stages during the training program

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts, and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on-site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on-site
Procedural Knowledge	Procedural knowledge addresses how to do something or how to perform a task. It is the ability to work or produce a tangible work output by applying cognitive, affective, or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	The terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
QC	Quality Checking
PwD	Person with Disability
ToT	Training of Trainers
ToA	Training of Assessors
FFSC	Furniture and Fittings Skill Council
TP	Training Partner
PC	Performance Criteria
NA	Not Applicable
MS	Microsoft
PPE	Personal Protective Equipment
2D	2-Dimensional
3D	3-Dimensional
SOP	Standard Operating Procedure
AR	Augmented Reality
VR	Virtual Reality
OJT	On-the-Job Training
FF&E	Furniture Fixtures & Equipment
POC	Point of Contact
POSH	Prevention Of Sexual Harassment
CPR	Cardiopulmonary Resuscitation
AFC	Approved For Construction
MEP	Mechanical, Electrical, Plumbing
CAD	Computer Aided Software
POC	Point of Contact
FSOW	Final Scope of Work