Model Curriculum

QP Name: Assistant Draughtsperson (Interior Design)

QP Code: FFS/Q0201

QP Version: 2.0

NSQF Level: 2

Model Curriculum Version: 2.0

Furniture and Fittings Skill Council || Furniture and Fittings Skill Council (FFSC), 407-408, DLF City Court,
MG Road, Sikanderpur, Gurgaon - 122002

Table of Contents

Training Parameters....................2
Program Overview....................3
  Training Outcomes....................3
  Compulsory Modules....................3
Module Details....................5
  Module 1: Introduction to the Interiors and Allied industry....................5
  Module 2: Introduction to Interior projects, products, materials, and accessories....................6
  Module 3: Organizational Skills....................7
  Module 4: Role of an Assistant Draughtsperson (Interior Design)....................8
  Module 5: Site survey and recce....................9
  Module 6: Site measurements....................10
  Module 7: Drafting for Interior projects....................11
  Module 8: Interpersonal skills....................12
  Module 9: Gender and PwD sensitive practices....................13
  Module 10: Health and safety practices at the worksite....................14
  Module 11: Greening practices at worksite....................15
  Module 12: Employability Skills....................16
Annexure....................127
  Trainer Requirements....................177
  Assessor Requirements....................19
  Assessment Strategy....................21
References....................23
  Glossary....................23
  Acronyms and Abbreviations....................244

Training Parameters

Sector	Furniture and Fittings
Sub-Sector	Interior Design and Installation
Occupation	Interior Designing
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3432.0100
Minimum Educational Qualification and Experience	8th Class pass Or 8th Class pass and pursuing continuous regular schooling
Pre-Requisite License or Training	NA
Minimum Job Entry Age	14 Years
Last Reviewed on	17-11-2022
Next Review Date	27-01-2025
NSQC Approval Date	27-01-2022
Q.P. Version	2.0
Model Curriculum Creation Date	17-11-2022
Model Curriculum Valid Up to Date	27-01-2025
Model Curriculum Version	2.0
Minimum Duration of the Course	270 hr.
Maximum Duration of the Course	270 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 scope of Interiors and Allied Industry.
- Describe the organizational map of Interiors and role of an Assistant Draughtsperson (Interior Design).
- Follow standards of etiquette and hospitable conduct.
- List the different types of Interior projects, products, materials, and hardware.
- Explain process of site survey and recce and assist in conducting the same.
- Assist in taking site measurements and record-keeping.
- Assist in drafting/modifying drawings and designs for the Interior projects.
- Communicate effectively with superiors, colleagues, and customers to achieve a smooth workflow.
- Interact effectively with others while being sensitive to gender and persons with disabilities.
- Maintain health, hygiene, and safety at the worksite.
- Optimize resources, work efficiently, and adhere to safety standards.
- Discuss the various aspects of employability skills and their relevance towards personal growth.

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)	**12:00**	**18:00**	**00:00**	**00:00**	**30:00**
Module 1: Introduction to the Interiors and Allied industry	02:00	04:00	00:00	00:00	06:00
Module 2: Introduction to Interior projects, products, materials, and accessories	02:00	06:00	00:00	00:00	08:00
Module 3: Organizational Skills	04:00	08:00	00:00	00:00	12:00
Module 4: Role of an Assistant Draughtsperson (Interior Design)	04:00	00:00	00:00	00:00	04:00

FFS/N0202: Assist in conducting survey and recce for interior design drafting purpose **NOS Version No. 2** **NSQF Level- 2**	**27:00**	**48:00**	**00:00**	**00:00**	**75:00**
Module 5: Site survey and recce	12:00	24:00	00:00	00:00	36:00
Module 6: Site measurements	15:00	24:00	00:00	00:00	39:00
FFS/N0201: Assist in preparation of the drawings as per space plan and design specifications **NOS Version No. 2** **NSQF Level- 2**	**20:00**	**70:00**	**00:00**	**00:00**	**90:00**
Module 7: Drafting for Interior projects	20:00	70:00	00:00	00:00	90:00
FFS/Q8202 – Work effectively with the co-workers, supervisor, and others **NOS Version No. 2** **NSQF Level- 2**	**12:00**	**18:00**	**00:00**	**00:00**	**30:00**
Module 8: Interpersonal skills	08:00	12:00	00:00	00:00	20:00
Module 9: Gender and PwD sensitive practices	04:00	06:00	00:00	00:00	10:00
FFS/N8205: Follow workplace health, safety, and environmental procedures **NOS Version No. 2** **NSQF Level- 2**	**06:00**	**09:00**	**00:00**	**00:00**	**15:00**
Module 10: Health and safety practices at the worksite	04:00	07:00	00:00	00:00	11:00
Module 11: Greening practices at worksite	02:00	02:00	00:00	00:00	04:00
DGT/VSQ/N0101: Employability Skills (30 Hours) **NOS Version No. 1** **NSQF Level- 2**	**15:00**	**15:00**	**00:00**	**00:00**	**30:00**
Module 12: Employability Skills	15:00	15:00	00:00	00:00	30.00
Total Duration	**95:00**	**175:00**	**00:00**	**00:00**	**270:00**

Module Details

Module 1: Introduction to the Interiors and Allied industry

Bridge Module

Terminal Outcomes:

- Explain the scope and functioning of the Interiors industry.
- Describe the segments of the Interiors industry.
- Explain different categories of the Interiors projects.

Duration: *02:00*	**Duration**: *04:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the scope and significance of the Interiors industry. • Illustrate the process flow of an Interior Designing project. • Distinguish between Interior drafting, Interior Designing, and Interior project management. • Summarize the types of industries enabling Interiors Industry. • Explain the relationship between Interiors and the Furniture Industry.	• Analyse different Interior projects for the purpose of categorization.
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 Interior projects, products, materials, and accessories

Bridge Module

Terminal Outcomes:

- Explain difference between various types of Interior Design projects and themes.
- Explain the various Interior Design products and its usage.
- Summarize the raw materials and accessories required for Interior Design projects.

Duration: *02:00*	**Duration**: *06:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Classify different types of Interior Design projects in terms of space. • Describe various types of different Interior Designs themes. • List the various elements of an Interior Design project and its significance. • List the various types and categories of Interior products and its usage. • Define the various types of raw materials and accessories used in an Interior Design project.	• Analyse different Interior projects and list out the Interior products used as per its category. • Examine the Interior projects and define the theme and elements.
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 3: Organizational Skills

Bridge Module

Terminal Outcomes:

- Explain the various departments in an organisation structure.
- Discuss the importance of communication skills required for Assistant Interior Design Draftsperson.
- Communicate and perform basic financial transactions digitally.
- Demonstrate appropriate behaviour and work ethics.

Duration: *04:00*	**Duration**: *08:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Illustrate the organizational structure and highlight the importance of the Interior Designing division. • Elaborate about various organizational processes, code of conduct, reporting matrix, and escalation hierarchy. • List all the documents required to carry out the job, such as job card and checklist for oneself. • Explain the importance of working towards team objectives and goals. • Explain the importance of effective communication and interpersonal skills. • Identify the common reasons for interpersonal conflicts and ways of managing them effectively. • Explain the importance of maintaining good habits related to health and hygiene. • Explain the basic parts of a computer, smartphones, and their functioning. • Distinguish between various social media platforms: YouTube, WhatsApp, Facebook, Twitter, etc. • Summarize the bank account opening procedure and associated terminologies. • State the significance of payment methods and gateways for financial transactions.	• Demonstrate the use of appropriate behaviour and language while communicating with colleagues. • Demonstrate how to report problems that need escalation. • Demonstrate how to fill a sample job card for the submission. • Demonstrate active listening skills while communicating. • Demonstrate how to sign up for an email account. • Demonstrate how to search for a video on the internet. • Demonstrate how to operate various social media platforms: YouTube, WhatsApp, Facebook, Twitter, etc. • Demonstrate the steps involved in a financial transaction using a suitable medium.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sample of Job Cards, Sample of escalation matrix, organization structure, Project/Theme based props for simulation as required.	

Module 4: Role of an Assistant Draughtsperson (Interior Design)

Bridge Module

Terminal Outcomes:

- Explain the role and responsibilities of an Assistant Draughtsperson (Interior Design).
- Discuss the scope of work for an Assistant Draughtsperson (Interior Design).

Duration: *04:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the occupational map of the Interiors industry. • Describe the Interior Designing occupation and related job roles. • Describe the attributes and basic skill sets required for an Assistant Draughtsperson (Interior Design). • Explain the role, responsibilities, and key result areas of an Assistant Draughtsperson (Interior Design). • Describe the career progression path for an Assistant Draftsperson (Interior Design) job role. • 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.	• Classify the different types of raw material as per the given checklist. • Select the architectural hardware as per the type of application. • Demonstrate the process of cleaning various architectural hardware before and after installation. • Segregate the hand tools and power tools as per the usage. • Demonstrate how to check the functionality of the power tools and other equipment. • Demonstrate how to measure the dimensions of products using the given set of measuring tools. • Demonstrate how to prepare the workbench. • Sort the raw materials for surface finishing as per the given checklist. • Demonstrate how to clean tools, equipment, and workbench. • Choose an appropriate method for removing the dust and debris before handover.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
N.A.	

Module 5: Site survey and recce

Mapped to NOS/N0202, v 2.0

Terminal Outcomes:

- Explain the process of conducting site survey and recce.
- Assist in conducting site survey/recce, reporting, and record keeping.

Duration: *12:00*	**Duration**: *24:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the importance of interpreting and managing the job cards and job work instructions. • Explain the process of using different tools and equipment for site survey. • Illustrate the steps involved in interpreting the recce file during site survey. • List all the pre-requisites of record keeping for physical site survey. • Explain the various techniques associated with the sketching process. • Explain the process of site photography and videography based on different worksite specifications.	• Demonstrate how to interpret job work details from the given job card. • Organise appropriate tools and equipment based on site survey requirement. • Demonstrate how to manage records and documents during site survey and recce. • Demonstrate the correct way of sketching the product and layouts. • Demonstrate how to shoot worksite images and videos.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, drafting instruments and Table, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 6: Site measurements

Mapped to NOS/N0202, v 2.0

Terminal Outcomes:

- Explain the process of the site measurements and its significance.
- Assist in site measurement and preparing the recce report.

Duration: *15:00*	**Duration**: *24:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the basics of metric system during measurement process. • State the role of different Mechanical, Plumbing, and Electrical (MEP) points during worksite lay outing and designing. • Discuss the various types of errors in the measurement process and way to avoid them. • Discuss the various elements of a measurement sheet and calculation requirements. • State the significance of time management and work monitoring skills for performing assigned tasks.	• Apply the basic measurement technique to measure the worksite. • Demonstrate how to mark the worksite as per the layout and instructions from the supervisor. • Demonstrate the process of filling the measurement sheet. • Prepare a sample measurement sheet and a job card sample for submission.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, drafting instruments and Table, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 7: Drafting for Interior projects

Mapped to NOS/N0201, v 2.0

Terminal Outcomes:

- Explain the hand-sketching and drafting using basic software's.
- Prepare and modify drawings for Interior Design projects.
- Explain the space management guidelines.
- Assist in preparation and modification of mood boards.
- Prepare and maintain project files.

Duration: *20:00*	**Duration**: *70:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the various elements of Interior Designing Projects. • Describe the various signs/symbols used to highlight various products, materials, surfaces, etc. in drawings for Interior Design projects. • Discuss the basics of mood board and its significance in the designing process. • Discuss the elements of architectural and engineering drawings. • Describe the various signs/symbols used to highlight various products, materials, surfaces, etc. in drawings for Interior Design projects. • State the importance of planning and organizing the work activities.	• Demonstrate the usage of various hand sketching books and tools. • Demonstrate the usage of various tools & commands of software's for 2D/3D drafting. • Create layouts and drawings as per the site survey/recce for various Interior Design projects. • Modify architectural drawings for Interior Design purpose. • Draft layouts for making mood boards. • Demonstrate interiors product placement as per space planning guidelines/rules. • Demonstrate the process of creating documentation library. • Employ suitable organizational policies while completing the assigned tasks.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, drafting instruments and Table, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 8: Interpersonal skills

Mapped to NOS/N8202, v 2.0

Terminal Outcomes:

- Explain the methods and mechanisms for effective communication.
- Demonstrate the usage of effective communication and interpersonal skills.
- Demonstrate how to interact and work effectively with co-workers, supervisors, and others.

Duration: *08:00*	**Duration**: *12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the importance of maintaining etiquette and professional behaviour at the worksite. • Describe the various ways of effective communication and establishing good working relationships. • State the importance of coordinating and resolving conflicts with the team members to achieve a smooth workflow. • Explain the steps involved in grievance redressal using the appropriate escalation matrix and process.	• Demonstrate appropriate social and behavioural etiquette at the worksite. • Use oral, written, and non-verbal communication skills in various forms to complete a given task. • Demonstrate professional behaviour while coordinating with the team for a given task. • Employ the suitable process to report any deviations to the appropriate authority.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
N.A.	

Module 9: Gender and PwD sensitive practices

Mapped to NOS/N8202, v 2.0

Terminal Outcomes:

- Demonstrate the use of effective communication with everyone irrespective of any discrimination.
- Apply age and gender-sensitive practices.
- Demonstrate sensitivity towards all genders and PwD.
- Demonstrate how to respect all genders and cultures at the worksite.
- Explain the importance of preventing sexual harassment at the worksite.

Duration: *04:00*	**Duration**: *06:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the importance of standards and guidelines for all genders and PwD. • Explain the importance of gender difference and gender diversity. • Discuss the different types of disabilities with their respective issues. • List health and safety requirements for PwD at the worksite.	• Use inclusive language irrespective of the gender or disability of the person. • Demonstrate the use of appropriate verbal and non-verbal methods of communication with a PwD in an organization. • Demonstrate the ways to assist PwD at the worksite.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
N.A.	

Module 10: Health and safety practices at the worksite

Mapped to NOS/N8205, v 2.0

Terminal Outcomes:

- Describe how to maintain a healthy, safe, and secure environment at the worksite.
- Implement safety practices and optimize the use of resources.
- Demonstrate health and safety procedures.
- Employ personal hygiene practices at the worksite.
- Develop the ability to follow hygiene practices.

Duration: *04:00*	**Duration**: *07:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps if any. • State the importance of using appropriate colour dustbins for different types of waste. • Discuss the significance of conforming to health and safety legislation, regulations, and other relevant guidelines. • Label appropriate personal protective equipment needed for a job role and their application. • Explain the importance of work ethics, dress code and personal hygiene. • Discuss the various types of cleaning consumable required for maintaining personal hygiene. • Identity the given pictorial representations of safety signs and hand signals. • Explain the operational guidelines for usage of tools and equipment. • Describe the storage and handling procedure for hazardous substances.	• Demonstrate how to analyse the worksite for any organizational and safety breaches. • Demonstrate different disposal techniques depending upon different types of waste. • Employ suitable health and safety legislations while working all times. • Demonstrate the use of personal protective equipment such as goggles, gloves, ear plugs, shoes etc. • Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate the correct way of sanitizing and washing the hands. • Demonstrate the working of warning labels, symbols and other related signages. • Employ different ways to check if equipment/machines are functioning as per requirements and report malfunctioning, if observed. • Demarcate the waste on the basis of recyclable and non-recyclable material.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Personal Protective Equipment, Housekeeping- Materials, Tools and Equipment, Theme-based props.	

Module 11: Greening practices at worksite

Mapped to NOS/N8205, v 2.0

Terminal Outcomes:

- Use the resources at the worksite efficiently.
- Apply conservation practices at the worksite.

<table>
<tr><td>Duration: <i>02:00</i></td><td>Duration: <i>02:00</i></td></tr>
<tr><td>Theory – Key Learning Outcomes</td><td>Practical – Key Learning Outcomes</td></tr>
<tr><td>• Explain the various ways of saving energy.
• Explain the benefits of periodic cleaning of tools and equipment.</td><td>• Demonstrate ways for efficient utilization of material and water.
• Employ different ways to check if tools and equipment are functioning correctly and report anomalies if any.</td></tr>
<tr><td colspan="2">Classroom Aids</td></tr>
<tr><td colspan="2">White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional)</td></tr>
<tr><td colspan="2">Tools, Equipment, and Other Requirements</td></tr>
<tr><td colspan="2">Housekeeping- Materials, Tools and Equipment, Theme-based props.</td></tr>
</table>

Module 12: Employability Skills

Mapped to DGT/VSQ/N0101, v 1.0

Terminal Outcomes:

- Discuss the importance of Employability skills and its relevance in personal growth.
- Demonstrate excellent communication and interpersonal skills in various workplace settings.
- Discuss best practices towards gender sensitization and PwD.
- Demonstrate a strong work ethic and the ability to work effectively using effective employability skills.

Duration: *15:00*	**Duration**: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the importance of Employability Skills in meeting the job requirements. • Explain constitutional values, civic rights, duties, citizenship, responsibility towards society, etc. that must be followed to become a responsible citizen. • Discuss 21st-century skills. • Discuss the significance of reporting sexual harassment issues in time. • Discuss the significance of using financial products and services safely and securely. • Explain the importance of managing expenses, income, and savings. • Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws. • Discuss the significance of safely and securely using the internet for browsing and accessing social media platforms. • Discuss the need to identify potential business opportunities, sources for arranging money, and possibly legal and financial challenges. • Explain the significance of identifying customer needs and addressing them. • Discuss the significance of maintaining hygiene and dressing appropriately. • Discuss the significance of dressing up neatly and maintaining hygiene for an interview. • Discuss how to search and register for apprenticeship opportunities.	• Show how to practice different environmentally sustainable practices. • Display a positive attitude, self-motivation, problem-solving, time management skills, and a continuous learning mindset in different situations. • Use appropriate basic English sentences/phrases while speaking. • Demonstrate how to communicate in a well-mannered way with others. • Demonstrate working with others in a team. • Show how to conduct oneself appropriately with all genders and PwD. • Show how to operate digital devices and safely and securely use the associated applications and features. • Differentiate between types of customers. • Create a biodata. • Use various sources to search and apply for jobs.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sample Biodata, Payment Gateway devices.	

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	2	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	
Graduate	Any other discipline than covered above	3	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/Diploma	Interior Designing/Architectural Drafting	3	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 3 Draughtsperson (Interior Design) (FFS/Q0202)	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.

Certificate-NSQF	NSQF Level 4 Assistant Interior Designer (FFS/Q0203) or above	2	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: “Assistant Draughtsperson (Interior Design)” mapped to QP: “FFS/Q0201, v2.0” Level 2. The minimum accepted score will be 80% aggregate.	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

Assessor Prerequisites - either one of the 5 options

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	2	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	
Graduate	Any other discipline than covered above	3	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/Diploma	Interior Designing/Architectural Drafting	3	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 3 Draughtsperson (Interior Design) (FFS/Q0202)	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.

Certificate-NSQF	NSQF Level 4 Assistant Interior Designer (FFS/Q0203) or above	2	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: “Assistant Draughtsperson (Interior Design)” mapped to QP: “FFS/Q0201, v2.0” Level 2. The minimum accepted score will be 80% aggregate.	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
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
PPE	Personal Protective Equipment
2D	2-Dimensional
3D	3-Dimensional