



**FURNITURE
& FITTINGS
SKILL COUNCIL**
कुशल • सक्षम • आत्मनिर्भर



Skill India
कौशल भारत - कुशल भारत



Model Curriculum

QP Name: General Assistant-Furniture and Fittings Installation

QP Code: FFS/Q2202

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,
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Training Parameters

Sector	Furniture and Fittings
Sub-Sector	Furniture Sales, Installation, and After-Sales
Occupation	Furniture Installation
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7115.9900
Minimum Educational Qualification and Experience	Basic Literacy and Numeracy
Pre-Requisite License or Training	NA
Minimum Job Entry Age	14 Years
Last Reviewed on	17-11-2022
Next Review Date	01-10-2024
NSQC Approval Date	30-09-2021
Q.P. Version	2.0
Model Curriculum Creation Date	17-11-2022
Model Curriculum Valid Up to Date	01-10-2024
Model Curriculum Version	2.0
Minimum Duration of the Course	270
Maximum Duration of the Course	270

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 process of conducting recce of the worksite.
- Explain the basics of material management in Furniture and Fittings Installation.
- Describe various steps involved in the planning, fabrication, and installation of the products.
- Maintain health and hygiene at the worksite.
- Maintain safety at the worksite.
- Optimize resources, work efficiently, and adhere to safety standards.
- Follow standards of etiquette and hospitable conduct.
- Interact effectively with others while being sensitive to gender and persons with disabilities.
- Communicate effectively with superiors, colleagues, and customers to achieve a smooth workflow.
- Discuss the various aspects of employability skills and their relevance to 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)	16:00	14:00	00:00	00:00	30:00
Module 1: Introduction to the Interiors, Furniture, and Allied Industry	04:00	00:00	00:00	00:00	04:00
Module 2: Introduction to the role of a General Assistant- Furniture and Fittings Installation	04:00	00:00	00:00	00:00	04:00
Module 3: Introduction to the organizational skills	02:00	04:00	00:00	00:00	06:00
Module 4: Introduction to raw materials, architectural hardware and fittings, tools and equipment	06:00	10:00	00:00	00:00	16:00
FFS/N2201 – Assist in conducting the recce of the worksite NOS Version No. 2 NSQF Level- 2	12:00	48:00	00:00	00:00	60:00

Module 5: Recce, measurement, and marking of the worksite	12:00	48:00	00:00	00:00	60:00
FFS/N2202 – Assist in material management, fabrication, and installation work at the site NOS Version No. 2 NSQF Level- 2	24:00	81:00	00:00	00:00	105:00
Module 6: Management of material at the worksite	12:00	36:00	00:00	00:00	48:00
Module 7: Preparation, fabrication, and installation of the materials	12:00	45:00	00:00	00:00	57:00
FFS/N8201 – Follow health, safety, and greening practices at the worksite NOS Version No. 2 NSQF Level- 2	06:00	09:00	00:00	00:00	15:00
Module 8: Health and safety practices at the worksite	04:00	07:00	00:00	00:00	11:00
Module 9: Greening practices at the worksite	02:00	02:00	00:00	00:00	04:00
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 10: Interpersonal skills	08:00	12:00	00:00	00:00	20:00
Module 11: Gender and PwD sensitive practices	04:00	06:00	00:00	00:00	10:00
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	85:00	185:00	00:00	00:00	270:00

Module Details

Module 1: Introduction to the Interiors, Furniture, and Allied Industry

Bridge Module

Terminal Outcomes:

- Explain the functioning of the furniture industry.
- Describe the segments of the furniture industry.
- Explain the scope and significance of the furniture industry.

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the scope and significance of the furniture industry. • Discuss the various segments of the furniture industry and how they function. • Explain various types and categories of products of furniture. • Describe the types of allied or enabling industries involved in furniture manufacturing. • Describe the relationship between interiors and the furniture industry. • Classify different types of interior projects. • Describe the occupational map of the furniture industry. 	
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
N.A.	

Module 2: Introduction to the role of a General Assistant-Furniture and Fittings Installation

Bridge Module

Terminal Outcomes:

- Explain the role and responsibilities of an Installation General Assistant.
- Discuss the scope of work for an Installation General Assistant.

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the Furniture and Fittings Installation occupation and related job roles. • Describe the attributes and basic skill sets required for an Installation General Assistant. • Explain the role, responsibilities, and key result areas of an Installation General Assistant. • Describe the career progression path for an Installation General Assistant job role. • Discuss the regulatory authorities, laws, and regulations related to an individual while working in the Furniture and Fittings Industry. • 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	
N.A.	

Module 3: Introduction to the organizational skills

Bridge Module

Terminal Outcomes:

- Discuss the importance of communication skills required for Installation General Assistant.
- Demonstrate the use of various social media platforms effectively.
- Apply appropriate behaviour and work ethics while working at the worksite.

Duration: 02:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the organizational structure and highlight the importance of the installation department. • 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 the 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. • Describe different types of social media platforms: YouTube, WhatsApp, Facebook, Twitter, etc. • Describe how to operate bank accounts and the terminologies associated with them. • State the significance of payment methods and gateways for financial transactions. 	<ul style="list-style-type: none"> • 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 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.	

Module 4: Introduction to raw materials, architectural hardware and fittings, tools and equipment

Bridge Module

Terminal Outcomes:

- Select and use different types of fittings, materials, tools, and equipment safely.
- Summarise the precautions related to handling different electrical and mechanical products.

Duration: 06:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe various types of raw materials and consumables used in manufacturing furniture. • Describe various categories of architectural hardware and fittings used in furniture manufacturing. • Discuss the usage of various architectural hardwares in making different types of furniture. • Explain the process of cleaning the various architectural hardwares. • Describe the various types of operations involved in furniture manufacturing. • List out the hand tools and power tools used for various operations such as joining, cutting, edge banding and drilling, etc. • Elaborate on the precautions to be taken while handling different electrical and mechanical products. • Describe the various measuring tools and their usage. • Describe the importance and critical elements of a workbench. • Describe the various raw materials used during surface finishing. • List the various tools, equipment, and materials used for cleaning and safeguarding of worksite. • Discuss the various methods used in cleaning different types of surfaces. • List the equipment and machines used for loading and unloading. 	<ul style="list-style-type: none"> • 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	
Workbench, Personal Protective Equipment, Measurement and Marking Tools, Manual Tools, Electric/ Power Tools, Housekeeping- Materials, Tools and Equipment, Theme based props.	

Module 5: Recce, measurement, and marking of the worksite

Mapped to NOS/N2201, v 2.0

Terminal Outcomes:

- Explain the procedure and process related to conducting recce of the worksite.
- Describe the importance and methods of cleaning the worksite.
- Apply the basic measurement techniques to measure the worksite.

Duration: 12:00	Duration: 48:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the operating guidelines for using different raw materials, tools, equipment, hardware fittings, etc. • Discuss the common hazards at the worksite and procedures to troubleshoot the same. • Explain different methods of cleaning the worksite. • State the importance of conducting a physical survey, recce checklist, and measurement sheet. • Describe the types of hand signals and signage and their application. • Discuss the elements of architectural and furniture drawings. • Describe the various spaces as per the layout. • Explain the importance of the metric system to use the measuring tape. • Discuss the various types of errors in the measurement process and ways to avoid them. 	<ul style="list-style-type: none"> • Distinguish between different tools and equipment required for conducting recce. • Demonstrate the process of conducting a physical survey on-site and geotagging the location. • Employ different ways to clean the workshop area, platforms, and surroundings. • Demonstrate the process of checking the functionality of the tools and equipment. • Apply the basic measurement techniques to measure the worksite. • Demonstrate how to mark the worksite as per the layout and instructions from the supervisor. • Prepare a sample measurement sheet and a job card sample and submit them 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, Housekeeping- Materials, Tools and Equipment, Sample of measurement sheet.	

Module 6: Management of the materials at the worksite

Mapped to NOS/N2202, v 2.0

Terminal Outcomes:

- Demonstrate the planning and organizing of resources based on job work.
- Explain the methods and mechanisms for effective material management.
- Describe the process of segregation and storage of materials, tools, and equipment.
- Explain the ways of material conservation and optimization of resources.

Duration: 12:00	Duration: 36:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of interpreting and managing the job cards. • List all the material handling equipment based on their usage and specifications. • Explain the various methods for handling and transporting materials, tools, and equipment. • Explain the various process and methods for efficient Quality Checking (QC). • Describe the importance of segregation and storage of materials. • Discuss the importance of safety precautions to be followed to avoid any work hazards. 	<ul style="list-style-type: none"> • Plan the resources as per the job card and instructions received from the supervisor. • Prepare a sample Job card based on job work done. • Demonstrate how to arrange the appropriate handling of equipment for the transportation of materials based on the work schedule. • Demonstrate the effective use of material handling equipment for handling and storage of materials. • Demonstrate the usage of various stacking techniques for efficient material storage. • Demarcate the appropriate containers concerning the type of raw material. • Demonstrate an efficient way of recording the job work.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Workbench, Measurement and Marking Tools, Manual Tools, Electric/ Power Tools, Theme-based props, and Sample of a job card.	

Module 7: Preparation, fabrication, and installation of the materials

Mapped to NOS/N2202, v 2.0

Terminal Outcomes:

- Prepare the work site for fabrication and installation.
- Execute the assigned fabrication and installation tasks.
- State the various methods and importance of performing Quality Checking.

Duration: 12:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various methods and mechanisms of housekeeping. • List the various types of safety materials used at the worksite. • Describe the process of checking power sockets. • List the tools and equipment required as per the fabrication, assembly, and installation process. • State different unpacking methods and safety signs associated with it. • Describe various steps involved in the planning and fabrication of products. • State the various methods of housekeeping and the importance of performing Quality Checks. 	<ul style="list-style-type: none"> • Demonstrate the use of suitable cleaning and safety equipment. • Deploy suitable floor guards, ladders, and supporting equipment as per the given location. • Demonstrate how to check the functionality of the given tool and equipment. • Demarcate the given tools and equipment, and hardware fittings as per the assembly and installation operation requirements. • Demonstrate the effective unpacking process for the given furniture parts. • Demonstrate how to arrange the furniture parts and hardware based on project workflow. • Demonstrate the process of cleaning the finished product before handover.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Workbench, Personal Protective Equipment, Measurement and Marking Tools, Manual Tools, Electric/ Power Tools, Housekeeping- Materials, Tools and Equipment, Theme-based props.	

Module 8: Health and safety practices at the worksite

Mapped to NOS/N8201, 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.
- Follow the standard practices associated with hygiene at the worksite.

Duration: 04:00	Duration: 07:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the types of cleaning consumables and equipment. • Describe the various types of waste bins as per usage. • Outline the appropriate Personal Protective Equipment (PPE) needed for a job role and their application. • Describe the evacuation process in case of fire. • Explain the importance of work ethics, dress code, and personal hygiene. • Explain the operational guidelines for the usage of tools and equipment. • Describe the storage and handling procedure for hazardous substances. • Describe the importance of safe lifting practices and correct body postures. • Interpret the given pictorial representations of safety signs and hand signals. 	<ul style="list-style-type: none"> • Record all possible health, safety, and security breaches at the worksite. • Demonstrate the housekeeping process using appropriate equipment. • Demonstrate the correct way of wearing and removing personal protective equipment such as goggles, gloves, earplugs, shoes, etc. • Demonstrate how to use a first aid kit. • Demonstrate the correct way of sanitizing and washing hands. • Demonstrate how to maintain a dress code and a well-groomed personality at the worksite. • Demonstrate the correct postures while working and handling hazardous materials at the worksite. • Employ different ways to check if equipment/machines are functioning as per requirements and report malfunctioning. • Demarcate the waste based on recyclable and non-recyclable material. • Demonstrate the correct techniques while moving various types of products.
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 9: Greening practices at the worksite

Mapped to NOS/N8201, v 2.0

Terminal Outcomes:

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

Duration: 02:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the ways for efficient utilization and conservation of material. • Explain the various ways of saving energy. • Explain the benefits of periodic cleaning of tools and equipment. 	<ul style="list-style-type: none"> • Demonstrate ways for efficient utilization of material and water. • Deploy different ways to check if tools and equipment are functioning correctly and report anomalies if any.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Housekeeping- Materials, Tools, and Equipment.	

Module 10: Interpersonal skills

Mapped to NOS/N8202, v 2.0

Terminal Outcomes:

- Explain the methods and mechanisms for effective communication.
- Demonstrate 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 a 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 11: 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Manufacturing, Wood Work, Product Design	3	Furniture manufacturing/ Furniture Design/ Furniture Installation/Carpentry/ Interior Design/ Architecture	1	Preferable - Vocational or Academic Training	
Graduate	Any other discipline than covered above	4	Furniture manufacturing/ Furniture Design/ Furniture Installation/Carpentry/ Interior Design/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
ITI/Diploma	Carpentry, Furniture Manufacturing	3	Furniture manufacturing/ Furniture Design/ Furniture Installation/Carpentry/ Interior Design/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Certificate-NSQF	NSQF Level 3 Assistant Carpenter (FFS/Q2201) Or NSQF Level 3 Assistant Installer (FFS/Q2205)	4	Furniture manufacturing/ Furniture Design/ Furniture Installation/Carpentry/ Interior Design/ 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 furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills.

CITS Certified	Relevant CITS Course	2	Furniture Manufacturing/ Carpentry	1	Preferable - Vocational or Academic Training	The Trainers can raise the 'Certificate Request' on SIP provided they are qualified in the relevant job roles followed by pre-screening from Master Trainer.
Trainer Certification						
Domain Certification			Platform Certification			
<p>Certified for Job Role: “General Assistant-Furniture and Fittings Installation” mapped to QP: “FFS/Q2202, v2.0” Level 2.</p> <p>The minimum accepted score will be 80% aggregate.</p>			<p>Recommended that the Trainer is certified for the Job Role: “Trainer (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2601, v2.0”.</p> <p>The minimum accepted score will be 80% aggregate.</p>			

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 Manufacturing, Wood Work, Product Design	3	Furniture manufacturing/ Furniture Design/ Furniture Installation/ Carpentry/ Interior Design/ Architecture	1	Preferable - Vocational or Academic Training	
Graduate	Any other discipline than covered above	4	Furniture manufacturing/ Furniture Design/ Furniture Installation/ Carpentry/ Interior Design/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
ITI/Diploma	Carpentry, Furniture Manufacturing	3	Furniture manufacturing/ Furniture Design/ Furniture Installation/ Carpentry/ Interior Design/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Certificate-NSQF	NSQF Level 3 Assistant Carpenter (FFS/Q2201) Or NSQF Level 3 Assistant Installer (FFS/Q2205)	4	Furniture manufacturing/ Furniture Design/ Furniture Installation/ Carpentry/ Interior Design/ 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 furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills.

Assessor Certification

Domain Certification	Platform Certification
<p>Certified for Job Role: “General Assistant-Furniture and Fittings Installation” mapped to QP: “FFS/Q2202, v2.0” Level 2.</p> <p>The minimum accepted score will be 80% aggregate.</p>	<p>Recommended that the Assessor is certified for the Job Role: “Assessor (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0”.</p> <p>The minimum accepted score will be 80% aggregate.</p>

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 by 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