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| **Model Curriculum**  **QP Name: Jewellery Polisher and Cleaner**  **Options: Filigree Polisher**  **QP Code: G&J/Q0701**  **QP Version: 4.0**  **NSQF Level: 3**  **Model Curriculum Version: 4.0** |
| **­**  Gems & Jewellery Skill Council of India  Business Facilitation Centre, 3rd Floor, Seepz Special Economic Zone,  Andheri (E). Mumbai 400 096. |

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# Training Parameters

|  |  |
| --- | --- |
| **Sector** | Gem & Jewellery |
| **Sub-Sector** | Handmade Gold and Gems-set Jewellery, Cast and diamonds-set jewellery, Silver Smithing |
| **Occupation** | Polishing and Cleaning |
| **Country** | India |
| **NSQF Level** | 3 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO - 2015/ 7313.0701,7313.0101 |
| **Minimum Educational Qualiﬁcation and Experience** | Grade 10 (No Experience required)  OR  8th Grade pass (2-year relevant experience)  OR  5th-grade pass (5 years relevant experience)  OR  OR  Previous relevant Qualification of NSQF Level 2 (1-year relevant experience)  OR  Previous relevant Qualification of NSQF Level 2.5 (6-months relevant experience)  And  Age: 18 years |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | 18 Years |
| **Last Reviewed On** | 28/02/2023 |
| **Next Review Date** | 28/02/2026 |
| **NSQC Approval Date** | 28/02/2023 |
| **QP Version** | 3.0 |
| **Model Curriculum Creation Date** | 28/02/2023 |
| **Model Curriculum Valid Up to Date** | 28/02/2026 |
| **Model Curriculum Version** *<* | 3.0 |
| **Minimum Duration of the Course** | 360 Hours |
| **Maximum Duration of the Course** | 450 Hours |

# 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.

## Prepare tools and consumables for polishing

## Polish and clean precious or non-precious jewellery

## Illustrate how to effectively work in a team to achieve quality and productivity within timelines

## Comply with the guidelines for maintaining health and safety at workplace

## Polish the filigree jewellery

## 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 |
| G&J/N0703 – Prepare tools and consumables for polishing  NOS Version No. 2.0  NSQF Level 3 | **10:00** | **50:00** |  |  | **60:00** |
| Module 1: Introduction and orientation of the job role to the gems and jewellery sector | 5:00 | 0:00 | - | - | 5:00 |
| Module 2: Prepare tools and consumables for polishing | 5:00 | 50:00 |  |  | 55:00 |
| G&J/N0704 – Polish and clean precious or non-precious jewellery  NOS Version No. 2.0  NSQF Level 3 | **30:00** | **210:00** |  |  | **240:00** |
| Module 3: Polish and clean precious or non-precious jewellery | 30:00 | 210:00 |  |  | 240:00 |
| G&J/N9902 – Maintain health and safety at workplace  V4.0  NSQF Level 3 | **8:00** | **22:00** |  |  | **30:00** |
| Module 4: Health and safety at workplace | 8:00 | 22:00 |  |  | 30:00 |
| Optional NOS  G&J/N0705 - Polish the filigree jewellery  V2.0  NSQF Level 3 | **30:00** | **60:00** |  |  | **90:00** |
| Module 5: Polish the filigree jewellery | 30:00 | 60:00 |  |  | 90:00 |
| DGT/VSQ/N0101 - Employability Skills (30 hours)  NOS Version No. – 1.0  NSQF Level – 2 | **12:00** | **18:00** |  |  | **30:00** |
| Module 6: Introduction to Employability Skills | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 7: Constitutional values - Citizenship | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 8: Becoming a Professional in the 21st Century | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 9: Basic English Skills | 1:00 | 1:00 |  |  | 2:00 |
| Module 10: Communication Skills | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 11: Diversity & Inclusion | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 12: Financial and Legal Literacy | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 13: Essential Digital Skills | 1:00 | 2:00 |  |  | 3:00 |
| Module 14: Entrepreneurship | 2.5:00 | 4.5:00 |  |  | 7:00 |
| Module 15: Customer Service | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 16: Getting ready for apprenticeship & Jobs | 1:00 | 1:00 |  |  | 2:00 |
| Total Duration | **90:00** | **360:00** |  |  | **450:00** |

# Module Details

## Module 1: Introduction and orientation to the gems and jewellery sector

## *Mapped to G&J/N0703, v2.0*

**Terminal Outcomes:**

* Explain the overview of the sector

|  |  |
| --- | --- |
| Duration: *5:00* | Duration: *0:00* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the scope of the Gems and Jewellery sector. * List job opportunities for the Polisher and Cleaner. * Discuss the role and responsibilities of a Polisher and Cleaner. * Explain the basics of polishing and cleaning. |  |
| **Classroom Aids:** | |
| Laptop, white board, marker, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 2: Prepare tools and consumables for polishing

## *Mapped to G&J/N0703, v2.0*

## 

**Terminal Outcomes:**

* Demonstrate activities for preparing tools and consumables for polishing.

|  |  |
| --- | --- |
| Duration:*<05:00>* | Duration:*<20:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe precious and non-precious jewellery making process, types or style of jewellery and precious, * Discuss semi or non-precious gemstones setting * Describe different types of textures such as matt, satin finish etc. used for jewellery * Describe gemstone-setting, enameling and plating process and their respective polishing and cleaning requirements * List different types of cleaning techniques such as ultrasonic cleaning, pickling cleaning and electro-cleaning * Discuss ways to reduce precious metal loss below the prescribed standards * Discuss companys policies on collecting gold dust and fragments * List potential work hazards while using high speed rotating machines, hand motors and chemicals * Discuss need of maintaining the polishing or lapping wheels, buffs and other consumables like sand paper sticks, polishing compounds etc. | * Show how to plan, stock and prepare the various types of lapping, polishing or buffing wheels, brushes, discs, emery paper sticks, burnishers, hanks of cotton thread etc., to be used during polishing process at different stages like pre-polishing, polishing intricate spaces or filigree and at final stage after stone setting or assembly * Demonstrate use of magnetic, hexagonal tumbler to shine the jewellery and remove grease, grime or any deposits from jewellery * Demonstrate use of consumables like different abrasives, cutting, buffing compounds to be used for different metals are available * Demonstrate use of high speed rotating polishing motors, foredom hand motors or lapping machine, tumbling and cleaning machines are maintained properly and preventive maintenance of the same is done at regular intervals as scheduled |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Wooden table of size 1.5 \*1.5\*1.5 feet / iron rod for burnishing / red stone for cleaning iron rod /emery paper solution of Suhaga and sura/ Mixture of sulphuric acid and water / three bucket/ clean water, hydrocholoric acid / rubber hand gloves/cotton hand gloves/ velvet tray | |

## Module 3: Polish and clean precious or non- precious jewellery

## *Mapped to G&J/N0704, v2.0*

## 

**Terminal Outcomes:**

* Demonstrate activities for polishing and cleaning of precious or non- precious jewellery.

|  |  |
| --- | --- |
| Duration:*<30:00>* | Duration:*<150:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe precious and non-precious jewellery making process, types or style of jewellery and precious, * Discuss semi or non-precious gemstones setting * Describe different types of textures such as matt, satin finish etc. used for jewellery * Describe gemstone-setting, enameling and plating process and their respective polishing and cleaning requirements * List different types of cleaning techniques such as ultrasonic cleaning, pickling cleaning and electro-cleaning * Discuss ways to reduce precious metal loss below the prescribed standards * Discuss companys policies on collecting gold dust and fragments * List potential work hazards while using high speed rotating machines, hand motors and chemicals * Discuss need of maintaining the polishing or lapping wheels, buffs and other consumables like sand paper sticks, polishing compounds etc. | * Demonstrate use of appropriate cleaning machines and methods to clean the jewellery received * Show how to give the appropriate finish to the jewellery as per design requirement * Demonstrate use of various types of buff wheels for removal of filing defects * Demonstrate use of various types of polishing compounds as per jewellery and metal type * Ensure quality check for all jewellery done including checking for lost stones, loose settings, missing metal components, linking, flexibility and other defects that may occur during the cleaning and polishing process and to re-work on the jewellery piece * Show how to polish and buff the jewellery holding jewellery parts against the rotating wheel, buff, discs or brush mounted on spindle of high speed electric motor * Show how to pre-polish jewellery pieces having empty collets or sockets for gemstone or diamonds to set in or for hollow rings with back plate or bracelet links prior to assembly etc. * Show how to de-grease polished jewellery piece with ultrasonic machines, followed by steam cleaning and at the end, piece is allowed to dry in air * Show how the jewellery piece at every intermediate stage of polishing with eyes or 10x eye-loop to see if any casting porosity opens up or over polishing which should not affect the shape or intricate detail * Show how to dust vacuum suction is working well during operation especially in case of precious metal polishing for effective dust collection * Ensure minimal loss of metal and zero defect * Ensure timely delivery of finished product and achieve daily production targets |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Blank Sheets, Cotton Gloves, Paint Brush, Metal Brush, Pin Tong, Metal Scissors, Steel Scale, Weighing Scale, Mandrel for Bristle Brush, Wooden Clip, Leather Belt, 2 Line Hair Brush, Rough Rouge (Lustre), Strong Motors, Bristle Brush, Felt Ring Buff, Lapping Wheel, Ultrasonic Jig, Tray for Steam Cleaner, Sand for Sand Blaster, Ring Wooden Stick, Sand Blaster, Ultrasonic Cleaner Polishing Station with Machine, Steam Cleaner, Magnetic Tumbler, Unfinished Silver/ Brass/ Copper Ornaments, Wooden Polish Sticks, Red Rouge, Tweezers, Cleaning Solution, Table Brush, Buffs - Cloth, Emery Paper/ Sticks, Emery Mandrel, Rubber Wheel, Rubber Bullet, Eye Protective Goggles,  Polishing Wax, Thick Cotton Thread, 10x eye loop, Protective Medical Mask, Buffing Machine with All Types of Buff Wheels, Pendant Motor, Metal Plating Machine and Components for Plating, File Set, Mandrel Set, Cleaning Cloth, Hammer Set, Jewellery Finishing Tool Kit, Bowls | |

## Module 4: Maintain health and safety at workplace

***Mapped to G&J/N9902, v4.0***

**Terminal Outcomes:**

* Apply government norms and policies on occupational health and safety at work.
* Adhere to the safety guidelines of the organization.

|  |  |
| --- | --- |
| Duration:*<08:00>* | Duration:*<22:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain workplace hazards and risks. * List personal protective equipment like safety gloves, glasses, shoes and mask used at the workplace. * Identify various warning signs used at the workplace. * Describe appropriate strategies to deal with emergencies and accidents at the workplace. * Explain different types of waste identified in industry. * Explain various methods of waste management. * Distinguish between different colour coded dustbins. | * Demonstrate best practices to remove potential hazards at the workplace and prevent accidents. * Demonstrate the use of PPE. * Demonstrate the use of fire extinguisher. * Demonstrate first aid procedure in case of emergencies. * Demonstrate the procedure of handling and disposing different types of waste. |
| **Classroom Aids:** | |
| Whiteboard, Marker pen, Computer or Laptop attached to LCD projector, Scanner, Computer speakers | |
| **Tools, Equipment and Other Requirements:** | |
| Safety hand gloves, glasses, safety shoes, mask, fire extinguisher, first aid kit | |

## Module 5: Polish the Filigree Jewellery

## *Mapped to G&J/N0705, v2.0*

## 

**Terminal Outcomes:**

* Demonstrate the process of polishing the Filigree Jewellery.

|  |  |
| --- | --- |
| Duration:*<30:00>* | Duration:*<60:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe metallurgy (silver alloy properties includes malleability, ductility and hardness of metal) * Describe method and time for polishing pieces and cleaning it * Describe production of process planning * Discuss uses of different types of tools, consumables in handmade jewellery for polishing process * List potential work hazards while doing polishing work and cleaning the pieces in acid and compound solution | * Apply appropriate ways to inspect received filigree jewellery piece thoroughly and ensure it is defect free and is soldered properly * Show how to select and prepare appropriate tools to start the polishing process * Show how to plan the polishing process and polishing the external frame and side portion of the jewellery piece using burnishing technique without damaging filigree area * Apply appropriate ways to clean the pieces using dilute acid and/or suhaga and sura solution multiple number of times till a clean shiny surface is achieved which is followed by drying the piece in natural light * Show how to apply appropriate pressure so that the metal does not crack * Show how to take precaution while cleaning with acid and other solutions, wear rubber hand gloves for safety |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| 10x eyeglass, Marker pens, Eraser pen, acetone, Tweezers, Scoop, Velvet tray with compartments, Shade light, Marking ink, Calculator, Sieves, Cloth, Label printer, Label roll, Sponge, Microscope, UV  Lamp | |

## Module 6: Introduction to Employability Skills

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Discuss about Employability Skills in meeting the job requirements

|  |  |
| --- | --- |
| **Duration**: *<0.5:00>* | **Duration**: *<0.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the importance of Employability Skills in meeting the job requirements | * Demonstrate Employability Skills |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 7: Constitutional values - Citizenship

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Discuss about constitutional values to be followed to become a responsible citizen

|  |  |
| --- | --- |
| **Duration**: *<0.5:00>* | **Duration**: *<0.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. | * Show how to practice different environmentally sustainable practices |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 8: Becoming a Professional in the 21st Century

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Demonstrate professional skills required in 21st century

|  |  |
| --- | --- |
| **Duration**: *<0.5:00>* | **Duration**: *<0.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss 21st century skills. | * Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 9: Basic English Skills

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Practice basic English speaking.

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<1:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss need of basic English skills. | * Use appropriate basic English sentences/phrases while speaking |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 10: Communication Skills

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Practice basic communication skills.

|  |  |
| --- | --- |
| **Duration**: *<1.5:00>* | **Duration**: *<2.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss need of communication skills * Describe importance of team work | * Demonstrate how to communicate in a well -mannered way with others. * Demonstrate working with others in a team |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 11: Diversity & Inclusion

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Describe PwD and gender sensitisation.

|  |  |
| --- | --- |
| **Duration**: *<0.5:00>* | **Duration**: *<0.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the significance of reporting sexual harassment issues in time | * Show how to conduct oneself appropriately with all genders and PwD |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 12: Financial and Legal Literacy

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Describe ways of managing expenses, income, and savings.

|  |  |
| --- | --- |
| **Duration**: *<1.5:00>* | **Duration**: *<2.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * 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 | * Demonstrate ways of managing expenses, income, and savings. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 13: Essential Digital Skills

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Demonstrate procedure of operating digital devices and associated applications safely.

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<2:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely | * Show how to operate digital devices and use the associated applications and features, safely and securely |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 14: Entrepreneurship

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Describe opportunities as an entrepreneur.

|  |  |
| --- | --- |
| **Duration**: *<2.5:00>* | **Duration**: *<4.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges | * Demonstrate ways for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 15: Customer Service

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Describe ways of maintaining customer.

|  |  |
| --- | --- |
| **Duration**: *<1.5:00>* | **Duration**: *<2.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Differentiate between types of customers. * Explain the significance of identifying customer needs and addressing them. * Discuss the significance of maintaining hygiene and dressing appropriately. | * Show how to maintain hygiene and dressing appropriately. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 16: Getting ready for apprenticeship & Jobs

## *Mapped to DGT/VSQ/N0101*

## 

**Terminal Outcomes:**

* Describe ways of preparing for apprenticeship & Jobs appropriately.

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<1:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the significance of dressing up neatly and maintaining hygiene for an interview * Discuss how to search and register for apprenticeship opportunities | * Create a biodata * Use various sources to search and apply for jobs |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

# Annexure

## Trainer Requirements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Trainer Prerequisites | | | | | | |
| Minimum Educational Qualification *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization**  *<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | | **Training Experience** | | **Remarks** |
| ***Years*** | ***Specialization*** | ***Years*** | ***Specialization*** |  |
| 10th Pass | N.A. | 5 | Polishing and cleaning | 2-3 | Polishing and cleaning |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Trainer Certification | |
| Domain Certification | **Platform Certification** |
| “Polisher and Cleaner, G&J/Q0701, version3.0”. Minimum accepted score is 80%. | “Trainer, MEP/Q2601”  Minimum accepted score is 80%. |

## Assessor Requirements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessor Prerequisites | | | | | | |
| Minimum Educational Qualification  *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization**  *<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | | **Training/Assessment Experience** | | **Remarks** |
| ***Years*** | ***Specialization*** | ***Years*** | ***Specialization*** |  |
| 10th Pass | N.A. | 5 | Polishing and cleaning | NA | NA |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Assessor Certification | |
| Domain Certification | **Platform Certification** |
| “Polisher and Cleaner, G&J/Q0701, version3.0”. Minimum accepted score is 80%. | “Assessor, MEP/Q2701”  Minimum accepted score is 80%. |

## Assessment Strategy

1. Assessment System Overview:

* Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
* Assessment agencies send the assessment confirmation to VTP/TC looping SSC
* Assessment agency deploys the ToA certified Assessor for executing the assessment
* SSC monitors the assessment process & records

1. Testing Environment:

* Confirm that the centre is available at the same address as mentioned on SDMS or SIP
* Check the duration of the training.
* Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
* If the batch size is more than 30 for STT and/ or 50 in RPL, then there should be 2 Assessors.
* Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
* Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
* Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
* Check the availability of the Lab Equipment for the particular Job Role.

1. Assessment Quality Assurance levels / Framework:

* Question papers created by the SME verified by the other subject Matter Experts
* Questions are mapped with NOS and PC
* Question Bank covers all performance criteria (PC) under each NOS of a QP. Each question can cover one or more PCs. Which means that every question needs to be mapped with PC.
* There are sufficient number of questions in the question bank, where multiple questions are available for each PC. Typically, the number of questions should be 3 to 4 times the number of PCs.
* Each question bank has around 150 to 200 questions.
* Each question has a difficulty level mentioned against it and the question bank has a good mix of easy, medium and difficult questions. So, for example out of 200 Questions the proportion could be 25 difficult/ hard, 75 Medium and 100 Easy level questions.
* Other than the Multiple-choice question (MCQ) few questions are created for Practical and viva too. For e.g., for 150-200 QB contains approximately 10-15 Viva & 10-15 practical questions.
* Assessor must be ToA certified & trainer must be ToT Certified
* Assessment agency must follow the assessment guidelines to conduct the assessment

1. Types of evidence or evidence-gathering protocol:

* Time-stamped & geotagged reporting of the assessor from assessment location
* Center photographs with signboards and scheme specific branding
* Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
* Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

1. Method of verification or validation:

* Surprise visit to the assessment location
* Random audit of the batch
* Random audit of any candidate

1. Method for assessment documentation, archiving, and access

* Hard copies of the documents are stored
* Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
* Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

# References

## Glossary

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| **Sector** | | Sector is a conglomeration of diﬀerent business operations having similar business and interests. It may also be deﬁned as a distinct subset of the economy whose components share similar characteristics and interests. |
| **Sub-sector** | | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| **Occupation** | | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
| **Job role** | | Job role deﬁnes a unique set of functions that together form a unique employment opportunity in an organisation. |
| **Occupational Standards (OS)** | | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
| **Performance Criteria (PC)** | | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
| **National Occupational Standards (NOS)** | | NOS are occupational standards which apply uniquely in the Indian context. |
| **Qualiﬁcations Pack (QP)** | | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualiﬁcations pack code. |
| **Unit Code** | | Unit code is a unique identiﬁer for an Occupational Standard, which is denoted by an ‘N’ |
| **Unit Title** | | Unit title gives a clear overall statement about what the incumbent should be able to do. |
| **Description** | | Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
| **Scope** | | Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required. |
| **Knowledge and Understanding (KU)** | | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational speciﬁc knowledge that an individual needs in order to perform to the required standard. |
| **Organisational Context** | | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. | |
| **Technical Knowledge** | | Technical knowledge is the speciﬁc knowledge needed to accomplish speciﬁc designated responsibilities. | |
| **Core Skills/ Generic Skills (GS)** | | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today’s world. These skills are typically needed in any work environment in today’s world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles. | |
| **Electives** | | Electives are NOS/set of NOS that are identiﬁed by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. | |
| **Options** | | Options are NOS/set of NOS that are identiﬁed by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. | |

## Acronyms and Abbreviations

|  |  |
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| **NOS** | National Occupational Standard(s) |
| **NSQF** | National Skills Qualiﬁcations Framework |
| **QP** | Qualiﬁcations Pack |
| **TVET** | Technical and Vocational Education and Training |
| **PC** | Performance Criteria |
| **SSC** | Sector Skill Council |
| **AA** | Assessment Agency |
| **ToT** | Training of Trainers |
| **ToA** | Training of Assessors |
| **VTP** | Vocational Training Partner |
| **TC** | Training Center |
| **SME** | Subject Matter Expert |