

Revised by NSDA May, 2015

QUALIFICATION FILE – CONTACT DETAILS OF SUBMITTING BODY

Name and address of submitting body:

Apparel, Made ups & Home furnishing Sector Skill Council

Apparel House 4th Floor

Sector 44, Institutional Area

Gurgaon

Name and contact details of individual dealing with the submission

Name: Ms Nidhi Trehan / Mr. Atul Madan

Position in the organisation - Joint Director Projects / Deputy Director Projects & Training

Address if different from above

Tel number(s) 9999684164 / 9971932299

E-mail address - jdpro@sscammh.com / ddptv@sscammh.com

List of documents submitted in support of the Qualifications File

1. Qualification Pack
2. Occupational Map
3. Assessment Criteria
4. Industry Endorsements – already submitted

5. QUALIFICATION FILE SUMMARY

Qualification Title	Fabric Cutter Apparel ,Made Ups & Home Furnishing) AMH/Q1510		
Body/bodies which will assess candidates	Apparels, Made ups & Home Furnishings Sector Skill Council		
Body/bodies which will award the certificate for the qualification.	Apparels, Made ups & Home Furnishings Sector Skill Council		
Body which will accredit providers to offer the qualification.	Apparels, Made ups & Home Furnishings Sector Skill Council		
Occupation(s) to which the qualification gives access	FABRIC CUTTER		
Proposed level of the qualification in the NSQF.	4		
Anticipated volume of training/learning required to complete the qualification.	300 hours		
Entry requirements / recommendations.	Minimum education qualification -Preferably Standard X Minimum 18 years old (as nature of job is hazardous)		
Progression from the qualification.	Cutting Supervisor (Vertical Mobility)		
Planned arrangements for RPL.	2 days general training followed by assessment.		
International Comparability	It is yet to be established		
Formal structure of the qualification			
Title of unit or other component (include any identification code used)	Mandatory/ Optional	Estimated size (learning hours)	Level
AMH/N1510 Plan and Prepare for process of cutting fabrics as per the job card received	Mandatory	80Hrs	4
AMH/N1511Cut fabrics as per plan received from production planning	Mandatory	100Hrs	4
AMH/N1512 Maintain health, safety and security in the cutting workplace	Mandatory	45Hrs	4
AMH/N0102 Maintain workarea, tools and machines	Mandatory	40Hrs	4
AMH/N0104 Comply with industry, regulatory and organizational requirements	Mandatory	35Hrs	4

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum or Qualification Pack.

Give details of the document here:

SECTION 1

ASSESSMENT

Name of assessment body:

If there will be more than one assessment body for this qualification, give details.

STAMP

Trendsetters Skill Assessment Pvt Ltd

METTL

Navriti Technologies Pvt Ltd

Skill Mantra

Methods Apparel Consultancy India Pvt Ltd

PVR Skill Central Pvt Ltd

The Assessors Guild

Think Skills

Prima Competencies Pvt Ltd

Base Research

IQAG

Fashion Futures

Multi Skills Assessors Guild(MSAG)

Aspiring Minds Assessment Pvt.Ltd.

AEMA

Manipal City and Guilds

Will the assessment body be responsible for RPL assessment?

Give details of how RPL assessment for the qualification will be carried out and quality assured.

Two days general orientation with special focus on NOS's is imparted to the employees having prior knowledge of that particular jobrole and the concerned employee, on successfully passing the criteria is certified. The affiliated Assessment Body shall conduct the assessments for RPL as per the set standards.

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

1. Introduction

1.1 This methodology is for "Assessing bodies & Assessors" to provide them a clear understanding of assessment policy for AMSSC certification of trainees.

1.2 For assessments to be fair, the assessment bodies are to ensure that the assessment process is valid, reliable, flexible and fair. Assessments are to be planned in conjunction with the training timelines and periodicity, as defined for specific trainings based on National Occupational Standards (NOS).

Assessors must ensure that assessment decisions involve collection and evaluation of sufficient evidence to enable a judgement to be made on the student's competence. An assessment should not place unnecessary demands on students which may prevent them from demonstrating competence.

2. Key Components of the Assessment Process

(a) Competence: Individuals are considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the workplace. Both workplace and off the job training and assessment shall aim to ensure that individuals participating in the training have the competence to undertake their work role to the standard expected in a range of employment situations.

(b) Competency based Assessment: Is the process of collecting evidence and making judgements on whether competence has been achieved. This confirms that an individual can perform to the standard expected in the workplace as expressed in the National Occupational Standards.

(c) Collection of Evidence: Evidence collected may be direct, such as observation of workplace

performance/hands on exercises or indirect, such as formal testing. The evidence gathered is to be valid, sufficient, current and authentic.

(d) Judging Competence: An individual is considered competent after the has completed an assessment that verifies that all aspects of the Occupational Standards can be applied in an industry context. Assessment may involve a variety of assessment methods. Evidence is to be used by an assessor to make a judgement about whether a student is competent.

(e) Methodology of Assessment: Can vary from assessor to assessor. However, the process is to broadly comprise of Knowledge & Skill assessments, with the later involving practical's/on work assessment.

(f) Standards against which the students are to be assessed: National Occupational Standards pertaining to the concerned job role.

3. Planning Assessments

3.1 For assessments to be effective, the assessing body is to ensure following –

(a) Clear understanding Knowledge & Skills as defined in National Occupational Standards

(b) Selecting right assessment method. This is a key activity and would involve the following –

(i) Identify unit(s) of competency to cluster for assessment.

(ii) Develop competency profile.

(iii) Identify evidence requirements.

(iv) Review and select assessment methods.

(v) Select assessment tools and record evidence matrix.

(vi) Develop assessment plan.

3.2 The assessing body will have defined methods and mechanism to evaluate the competence of candidate's skill and knowledge.

(a) The assessing body shall have “question banks” for random selection of questions to evaluate knowledge levels for specific job roles. Process for regular maintenance and update the question bank should be defined.

(b) The assessing body shall have an appropriate mechanism to ensure that the assessors prepare results within stipulated time and send these to the assessing body.

(c) The assessing bodies shall have a mechanism to consolidate results and enter the result in web based software and communicate to concerned agencies.

3.3 Assessment: Assessments are to be a mix of knowledge and skills. For each job role, this mix is predefined in consultation with all stakeholders.

AMSSC decision will be final and binding in this regard.

3.4 Assesse details: The assessment agency is to obtain details of candidates to be assessed from training provider.

3.5 Assessment Plan : With all the above inputs, the assessing body is to have an assessment plan, covering the following :-

(a) what will be assessed, i.e., Performance criteria, Knowledge and Skills as defined in NOS

(b) how assessment will occur, i.e. the methods that will be used

(c) when the assessment will occur

(d) where the assessment will take place, i.e. the context of the assessment;

(e) the criteria for decision making, i.e. those aspects that will guide judgements; and

4. Empanelling of Assessors for AMHSSC

4.1 Empanelling of assessors is the most crucial activity and is central to the success of the assessing process. The assessing body should have well-defined process for enrolling/empanelling assessors. The assessing body should have on-role/empanelled assessors with expertise in Apparel, Made ups and home furnishing domain or should be able to empanel such assessors within 60 days from affiliation. Due diligence is to be ensured by assessing bodies while empanelling the assessors.

4.2 The Assessor will be appointed on approval by the panel where the assessor will be judged on basis of his basic educational qualification, overall experience in the field, practical competency, market knowledge & his ability to handle the students/VTP(s).

4.3 Generic aspects for the assessors are to be ensured as follows –

(a) Assessors should have education and minimum 5 years of experience in the related field. They will be screened by AMHSSC .

(b) Familiarity with assessment schemes.

(c) Thorough knowledge of the relevant assessment/ examination methods and examination documents.

(d) fluent in communication in the language of examination, and

(e) free from any interest so that they can make impartial and non-discriminatory judgment / assessment.

4.4 On successful evaluation, assessors will be affiliated with AMHSSC. Each assessor will be awarded a unique identity number.

5. Conduct of Assessments

5.1 The assessments are to be conducted by pre-approved (by AMHSSC) assessors for specific job roles.

5.2 Assessments are to be based on the criteria defined by AMHSSC.

5.3 Skill assessments are to be based on practical, hands-on work by candidates.

5.4 For candidates who are not literate, assessment should be done based on observation of practical Skills or Viva.

5.5 Evidence gathering and recording of evidence is to be ensured.

5.6 The entire assessment process is to be video-graphed.

6. Assessment Records & Results

6.1 Record of all candidates having enrolled and gone through the training process is to be separately maintained by the assessing body.

6.2 Documentation, which needs to be maintained for each specific assessment include the following –

(a) Reference to relevant QP/NOS

(b) Competency profile for the job role

(c) Assessment tools, equipment, checklist

(d) Assessment plan & details of Assessor

(e) Record of evidence presented and assessed

(f) Records and reporting of assessment decision

(g) Appeals information

(h) Assessments filled by Assessor for trainees

The Process

1. Skill Assessment Examination Pattern

Theory and Practical assessment: The assessment will have 2 separate sections.

Section A – Theory

Objective type questions example – MCQ, fill in the blanks, True/False etc.

Subjective type questions can also be framed of 3 or 4 marks each.

Section B – Practical Exam and
Viva Voce

5 practical questions, the candidate has to perform any 3, each practical is of 20 marks. Total 60 marks.

[Time duration – 2 hrs for all given 3 practical tasks]

The marks will be distributed NOS wise as per the job role –

Theory	Viva Voce	Practical Marks (60)			Total Marks
		Practical	Quality & Safety	Aptitude	
30	10	50	5	5	100

The above is an example and marks distributed will change according to the NOS for each Job role.

The candidate has to write the methodology adopted with tools used in a separate answer sheet.

The Question bank containing theory/practical and viva questions will be prepared by the assessment body which will further share it with AMHSSC for approval one month in advance from the date of assessment.

2. Minimum passing marks for candidates

As per MES guidelines the minimum passing marks in each

Theory – 30%

Practical – 60% + 10% Viva

In order to get certified the candidate has to secure minimum passing marks that is 70% cumulative (theory + viva + practical) for each NOS.

3. The essential Documentation and procedures

a. Pre Exam

- Contacting VTPs for scheduling of the exam dates for generation of ABN nos.
- Allocation of Assessor for the particular ABN(s)
- Setting of theory and practical paper based on NOS curriculum & drawn from question banks prepared by Assessing body which will be shared with AMHSSC for approval 1 month before assessment.
- Preparation of customised exam related documents, generation of attendance sheets & results sheets with other allied documents. Sealing of paper set envelopes (theory & practical) of various trades along with other necessary documents by the confidential section of the assessing agency.

b. During Examination

- Opening of the sealed question paper envelope/s in the presence of Principal/Centre Head with their signature and seal.
- Accountability statement/Guidelines for the invigilators/examiners/assessors (Annex – 1).
- Attendance of the candidates with verification (Annex – 1)
- Declaration by the candidate. (Annex – 1)
- After examination all the papers, documents (including practical madeups) will be sealed back in an envelope & will be taken back by the assessing body for valuation and post exam work.

c. Post Exam

- Valuation of theory papers/practical papers by the assessors: The theory paper and practical will be

evaluated by the allocated authorised assessors on the same day and the marks will be entered in the prescribed format. (Annex – 1)

- Preparation of results in prescribed format. (Annex – 1)
- Verification of results by Assessing body

4. Results

The result will be prepared by assessing agency within 3 days in prescribed format (as per guidelines) and the same will be send to AMSSC in soft copy.

Documentation required in the process of assessment

Accountability statement

Candidate Attendance Sheet

Declaration form to be filled by candidates

Exam Result Sheets

Practical Exam Sheets

Feedback Sheets (optional) for students & VTP

Assessor Empanelment Format

Observation Checklists

Tests (Written papers/records)

Evidence Record Sheets

Result Submission format

Please attach any documents giving further information about assessment and/or RPL.

Give details of the document(s) here:

ASSESSMENT EVIDENCE

Complete the following grid for each grouping of NOS, assessment unit or other component as per the assessment criteria. Insert the required number of rows.

CRITERIA FOR ASSESSMENT OF TRAINEES

Fabric Cutter

AMH/Q1510

AMHSSC

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions approved by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in a QP.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

NOS	Performance Criteria	Total Marks	Out Of	Marks Allocation		
				Theory	Skills Practical	Viva
1. AMH/N1510 (Plan and Prepare the process of cutting fabrics as per the job card received)	PC1. Check the fabrics for defects for severity and quantity like holes, stains, slubs, missing pick, etc.	80	15	4	10	1
	PC2. Calculate the number of components to be cut for a particular style as per job card		15	7	7	1
	PC3. Calculate the quantity of fabrics needed against the job card received		17	7	8	2
	PC4. Check for marker types as per fabric lay forms		11	2	8	1
	PC5. Lay the fabrics in such a way so as to ensure the wastages is within defined tolerance		12	2	9	1

	PC6. Spread the marker on the lay		10	3	6	1
	Total		80	25	48	7
2. AMH/N1511 (Cut fabrics as per plan received from production planning)	PC1. Ensure the fabric lays are clipped at suitable points to restrict sliding of fabric layers during cutting	100	22	5	15	2
	PC2. Cut the fabric layers manually or with electrically operated cutting equipments like band knife, straight knife, etc. as per mentioned in the job card		28	8	18	2
	PC3. Identify the cut parts, count tickets and then group them well to pass on		24	8	13	3
	PC4. Ensure the bundled tickets have all the necessary information like style number, cut piece name, etc.		26	9	14	3
	Total		100	30	60	10
3. AMH/N1512 (Maintain health, safety and security in the cutting workplace)	PC1. Ensure safe and secure handling of cutting tools	45	9	2	6	1
	PC2. Ensure use of safety measure and/or device to cutting of fabric with electrical handheld cutter like mesh gloves, etc.		8	2	5	1
	PC3. Monitor the workplace and work processes for potential risks and threats such as physical injuries or disability, etc.		10	3	5	2
	PC4. Participate in mock-drills/evacuation procedures organized at the workplace		9	3	5	1

	PC5. Undertake first-aid, fire-fighting and emergency response training		9	2	6	1
	Total		45	12	27	6
4. AMH/N0102 (Maintain workarea, tools and machines)	PC1. Handle materials, machinery, equipment and tools safely and correctly	40	3	0.5	2	0.5
	PC2. Use correct lifting and handling procedures		3	1	2	0
	PC3. Use materials to minimize waste		3	1	1	1
	PC4. Maintain a clean and hazard free working area		3	1	2	0
	PC5. Maintain tools and equipments		2	0	2	0
	PC6. Carry out running maintenance within agreed schedules		4	1	2	1
	PC7. Carry out maintenance and/or cleaning within one's responsibility		2	0	2	0
	PC8. Report unsafe equipment and other dangerous occurrences		3	0.5	2	0.5
	PC9. Ensure that the correct machine guards are in place		3	1	2	0
	PC10. Work in a comfortable position with the correct posture		2	0	2	0
	PC11. Use cleaning equipment and methods appropriate for the work to be carried out		4	1.5	2	0.5
	PC12. Dispose of waste safely in the designated location		2	0	2	0
	PC13. Store cleaning equipment safely after use		2	0	2	0

	PC14. Carry out cleaning according to schedules and limits of responsibility		4	1.5	2	0.5
	Total		40	9	27	4
5. AMH/N0104 (Comply with industry, regulatory and organizational requirements)	PC1. Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures	35	7	2.5	4	0.5
	PC2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel		6	2.5	3	0.5
	PC3. Apply and follow these policies and procedures within your work practices		7	3	3	1
	PC4. Provide support to your supervisor and team members in enforcing these considerations		7	2.5	4	0.5
	PC5. Identify and report any possible deviation to these requirements		8	3.5	4	0.5
	Total Marks			35	14	18
		300	300	90	180	30

SECTION 2

EVIDENCE OF NEED

What evidence is there that the qualification is needed?

While collecting data from the companies for the occupational map, we also took feedback from industry, which was collected with respect to roles for which qualification packs development, was to be prioritized. This was largely based on volume of people required, quantitative and qualitative shortfall which the Industry feels they face. Governing council of AMHSSC gave final approval and endorsement for the same. The number of industries which validated the job role are 30. (Small – 10 , Medium – 10 and Large – 10)

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

Skills Gap analysis Reports for industry demand and secondary research data, though these do not lend to accurate demand projection.

- Feedback from industry for demand though again sample size may not lend to accurate figures
- Training duration, and current and potential training capacity envisaged
- An LMIS development initiative is being put in place to be more precise regarding the demand and supply

The employment in clothing and textile industry will be 21.54 million by 2022 and there is an incremental human resource requirement of 6.31 % from the year 2013 till year 2022. Manufacturing of wearing apparels will require 4.58 million people by the year 2022.

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

- NSDC list of Approved and Under-Development QPs was checked prior to commissioning the work
- NSDC QRC team also confirmed the same

What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?

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

Please attach any documents giving further information about any of the topics above.

Give details of the document(s) here:

SECTION 3

SUMMARY EVIDENCE OF LEVEL

Justify the NSQF level allocated to the QP by building upon the five descriptors of NSQF. Explain the reasons for allocating the level to the QP.

Generic NOS is/are linked to the overall authority attached to the job role.

Fabric Cutter AMH/Q1510					
Process required	Professional Knowledge	Professional Skills	Core Skills	Responsibility	Level
The Fabric Cutter (apparel, made-ups and home furnishing) is required to do a	The Fabric Cutter has the knowledge about types of fabrics(woven, knits, non-woven), pattern bundling	The Fabric Cutter follows organization rule-based decision making process with respect to cutting of fabrics	A Fabric Cutter documents records related to cut components after properly counting them . He is also required to	The fabric cutter for apparel, made-ups and home furnishing cutting department is responsible for cutting of fabric	Level 4

<p>routine job of bulk cutting with precision of fabrics manually or with the help of electrically operated fabric cutter or hand, keeping the pattern placement on the marker and various markings and specifications like style, number, name, notches, etc. in mind. He is required to be aware of the various types of fabrics, their trade names, construction techniques of various garments, made ups and home furnishing articles</p>	<p>and ticketing the cut components and the specifications written on the patterns and the bundles like style number, pattern name, size, etc. He knows the types of laying procedure and the correct method of laying the marker/patterns on the fabric. He is aware of rectifying different faults that occur in cutting machines while cutting fabrics. He has the knowledge of various cutting machines, their handling and the methodology to cut the fabric with precision, avoiding any wastage and taking the safety into consideration</p>	<p>He is required to take appropriate actions in terms of any deviations while cutting fabrics. He identifies the various faults in the fabric, root cause of a problem related to the preparation of fabrics that are to be cut like spreading faults, unavailability of a particular tool, etc. He analyzes each cutting process adopted, its pros and cons and its significance to the company and to the product being developed. Plan and set targets along with the supervisors and co-workers. He is required to plan for placing the different cut parts in an organized manner on a daily basis. He seeks and comprehends machine related inputs for clarification. He clarifies instructions given by the supervisor. Review the defects and take appropriate actions to rectify them. He critically evaluates and applies the information gathered from observation, experience, reasoning or communication to act efficiently. He is able to evaluate, understand and rectify under supervision the problems that arise while cutting fabric like fabric slipping, errors in the markers, etc. He</p>	<p>maintain record related to the tools, equipments and machines used in cutting. He fills up appropriate technical forms, process charts, activity logs in the prescribed format of the company and writes the calculated fabric consumption in the given format. He also writes letter, memos etc. in clear, understandable and legible fashion. He reads and understands manuals, memos, reports, job cards, etc and comprehends written instructions about and working of cutting machines and equipment. He knows the local language as well and communicates effectively to superiors, colleagues and juniors and provide/receive detailed information. He listens actively and clarify doubts related to cutting, safety measures, health issues and company policies with supervisors or amongst co-workers</p>	<p>layers of bulk production, with precision, using electronic cutting machines or by hand. He cuts the fabric as per pattern/ marker marked onto the fabric or paper under the supervision of the supervisor. He bundles and tickets the cut components according to various styles and buyers. He is responsible for his own work and learning.</p>	
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		works with supervisors and colleagues and co-workers to carry out health and safety measures and the precautions to be taken incase of any emergency.			
Level 4	Level 4	Level 4	Level 4	Level 4	Level 4

OTHER EVIDENCE OF LEVEL [This need only be filled in where evidence other than primary outcomes was used to allocate a level] (**Optional**)

Summary of other evidence (if used):

SECTION 4

EVIDENCE OF RECOGNITION OR PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

The extent to which a labour is trained and educated effects its mobility. To ensure horizontal and vertical mobility the Qualifications pack have been tailored in a manner that it states all the required skills for a particular job role and ensures increase in developmental level when skills are practiced over time. With experience he will become Cutting Supervisor (Vertical Mobility)

Please attach any documents giving further information about any of the topics above.
Give details of the document(s) here: