

QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RUBBER INDUSTRY

What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Introduction

Qualifications Pack- Bead Room Operator

SECTOR: RUBBER INDUSTRY

SUB-SECTOR: Tyre

OCCUPATION: Stock/Component Preparation

REFERENCE ID: RSC/ Q 1104

ALIGNED TO: NCO-2004/8231.35

Brief Job Description: A Bead Room Operator is responsible for insulating bead wires and form circular bundles of required diameter with specified number of strands and turns.

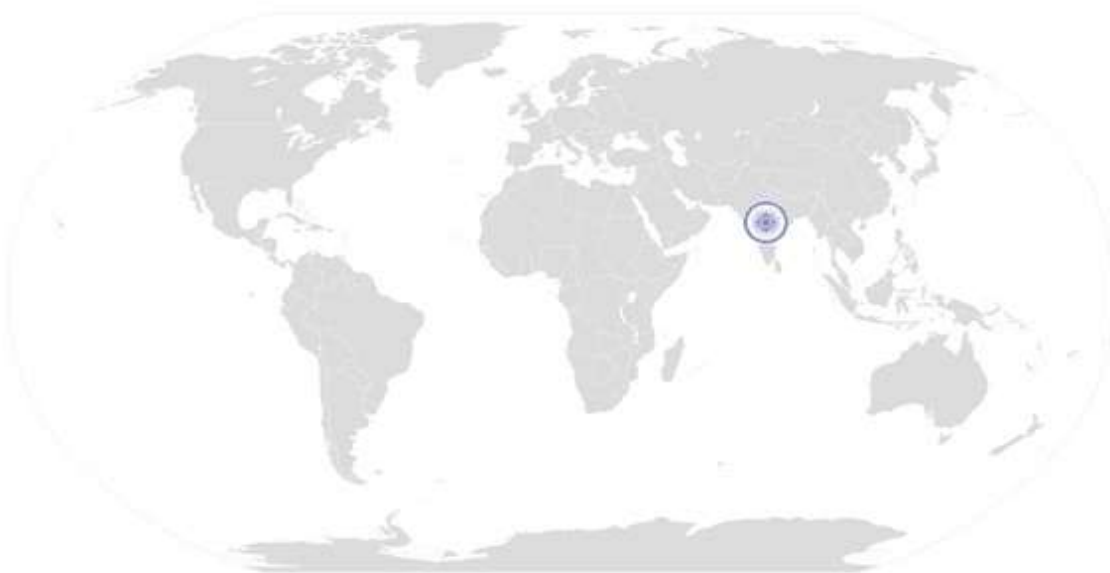
Personal Attributes: This job requires the individual to be fit and energetic. He should possess strong physique to undertake laborious tasks. He should be methodological and careful in carrying out assigned work. He should have an aptitude for learning the efficient methods of performing operations in his work area. He should be attentive, focused and confident.

Job Details	Qualifications Pack Code	RSC/ Q 1104		
	Job Role	Bead Room Operator		
	Credits(NSQF)	TBD	Version number	1.0
	Sector	Rubber Manufacturing	Drafted on	02/12/14
	Sub-sector	Tyre	Last reviewed on	02/12/14
	Occupation	Stock/component preparation	Next review date	02/12/15
	NSQC Clearance on	18/06/2015		

Job Role	Bead Room Operator
Role Description	Bead room operator is responsible for insulating bead wires and form circular bundles of required diameter with specified number of strands and turns
NSQF level	4
Minimum Educational Qualifications*	Class X/ITI
Maximum Educational Qualifications*	ITI/Graduate in Science
Training (Suggested but not mandatory)	Training on operation of wire insulation using extruder and building bead rings of specified diameter
Minimum Job Entry Age	18 years
Experience	Worked as a semi-skilled helper for 3-6 months in the same role
Applicable National Occupational Standards (NOS)	Compulsory: <ol style="list-style-type: none"> RSC/ N 1110 (Prepare material, tools and machine for bead building) RSC/ N 1111 (Perform bead extrusion and building) RSC/ N 1112 (Perform post bead building activities) RSC/ N 5001 (To carry out housekeeping) RSC/ N 5002 (To carry out reporting and documentation) RSC/ N 5003 (To carry out quality checks) RSC/ N 5004 (To carry out problem identification and escalation) Optional: NA
Performance Criteria	As described in the relevant OS units

Keywords /Terms	Description
Sector	Sector is a conglomeration of different business operations having similar businesses 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.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
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 they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
NOS	NOS are Occupational Standards which apply uniquely in the Indian context.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification 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.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
Organizational Context	Organizational Context includes the way the organization 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 or Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working 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.

National Occupational Standard



Overview

This unit is about preparing material, tools and machine for Bead wire insulation and bead building.

Prepare material, tools and machine for bead building

Unit Code	RSC / N 1110
Unit Title (Task)	Prepare material, tools and machine for bead building
Description	This unit is about preparing material, tools and machine for bead building operation.
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Ensure housekeeping and safety in work area • Prepare the extruder for insulating bead wires of given strands and build them into bead rings of given turns and specified diameter • Prepare the bead building rings with the on line cutting tools and machine • Get the required bead wire spools loaded at let off station to carry out bead building operations
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria
Equipment readiness	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. Ensure the functioning of bead insulator (cold feed extruder)</p> <p>PC1. Ensure that the tools are clean and well sharpened.</p> <p>PC2. Set parameters for the machine as per the organizational SOP.</p> <p>PC3. Place the hand tools on a safe location.</p> <p>PC4. Check the sharpness of the bead wire cutter for the cutting purpose.</p> <p>PC5. Ensure that the bead assembly units/chucks are in operational condition</p>
Raw material appropriateness	<p>PC6. Ensure that bead wire spools are approved by the laboratory.</p> <p>PC7. Check the availability of lab released bead insulation compound available for bead wire insulation .</p> <p>PC8. Ensure that the bead wire insulation compound is available in the strip form for suitability to feed the cold feed extruders</p>
Health & Safety	<p>PC9. Ensure the use of certified/tested wire cutting hand tools and machine and check their functioning.</p> <p>PC10. Adhere to all safety norms (such as wearing protective gloves, masks and shoes).</p> <p>PC11. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
Knowledge and Understanding (K)	
A. Organizational	The user/individual on the job needs to know and understand:

Prepare material, tools and machine for bead building

<p>Context (Knowledge of the company / organization and its processes)</p>	<p>KA1. Implications of poorly prepared (less sharpen) tools and machine. KA2. Importance of identifying non-conforming materials and their storage. KA3. Risk and impact of not following defined procedures/work instructions. KA4. Escalation matrix for reporting identified problems KA5. Records to be maintained and the implications of their non-maintenance. KA6. Importance of housekeeping activities. KA7. Health, safety and environment guidelines, legislation and regulations as applicable. KA8. Personal protection (which protective equipment to be used and how). KA9. Importance of FIFO KA10. Impact of poor practices on health, safety and environment. KA11. Potential hazards and actions to minimize them. KA12. The escalation matrix and procedures for reporting hazard KA13. Impact of various practices on cost, quality, productivity, delivery and safety. KA14. Handover/Takeover of the equipment/work area as per the organizational SOP.</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Working of cold feed extruder KB2. Procedure of insulation of wire using cold feed extruder KB3. Proper handling of bead wire spools KB4. Knowledge of handling insulated wires KB5. Usage of automatic bead wire cutter and its various components KB6. Importance of proper - setting of machine to achieve desired turns and overlap of bead wire strands KB7. Effect of improper cutting length setting resulting in the loss of sheets and value loss KB8. Setting the parameters of cold feed extruders KB9. Optimal utilization of material while undertaking insulation KB10. Various abnormalities and suitable response for abnormalities in equipment performance. KB11. Implications of delays in the insulation and bead winding process. KB12. Types of defects leading to rejections and their, reasons and possible solutions. KB13. Cleanliness and safety requirements for commencing cutting operation. KB14. Units of measurement. KB15. Response to injuries while handling cutter knives, pallets , spools KB16. Knowledge of appropriate batch sizes with respect to requirement. KB17. Knowledge of first aid treatment to address any cut/injury</p>
<p>Skills (S)</p>	
<p>A. Core Skills/</p>	<p>Writing Skills</p>

Prepare material, tools and machine for bead building

Generic Skills	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Fill up appropriate activity logs in required format of the company</p> <p>SA3. Write simple letters, mails, etc</p> <p>SA4. Perform basic mathematical operations</p>
	Reading and Understanding Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA6. Read images, graphs, diagrams</p> <p>SA7. Understand the various coding systems as per company norms</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA9. Respond appropriately to any queries</p> <p>SA10. Communicate with supervisor</p> <p>SA11. Communicate with upstream and downstream teams</p> <p>SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)</p>
	Integrity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA13. Practice honesty with respect to company property and time</p> <p>SA14. Communicate with people in a form and manner and using language that is open and respectful</p> <p>SA15. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust</p>
	Motivation
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA16. Take responsibility for completing one's own work assignment</p> <p>SA17. Take initiative to enhance/learn skills in one's area of work</p> <p>SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one's learning.</p> <p>SA19. Is open to new ways of doing things</p> <p>SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.</p>
	Reliability

Prepare material, tools and machine for bead building

	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA21. Avoid absenteeism</p> <p>SA22. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA23. Work in disciplined factory environment</p> <p>SA24. Be punctual</p>
<p>B. Professional Skills</p>	<p>Material and Equipment Handling</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle cutting tools and machine</p> <p>SB2. Handle the bead wire pallets and spools</p> <p>SB3. Handle cold feed extruder</p> <p>SB4. Handle bead winding unit</p> <p>SB5. Handle various types of material handling equipment like forklifts, trolleys, hydraulic jacks etc.</p> <p>SB6. The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.</p>
	<p>Analytical Thinking</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB7. Identify the problems pertaining to the sharpening of tools based on visual inspection and work efficiency</p> <p>SB8. Diagnose common problems in the machine based on visual inspection, sound, etc</p> <p>SB9. Suggest improvements(if any) in process based on experience</p> <p>SB10. Minimal wastage of material</p>

Prepare material, tools and machine for bead building

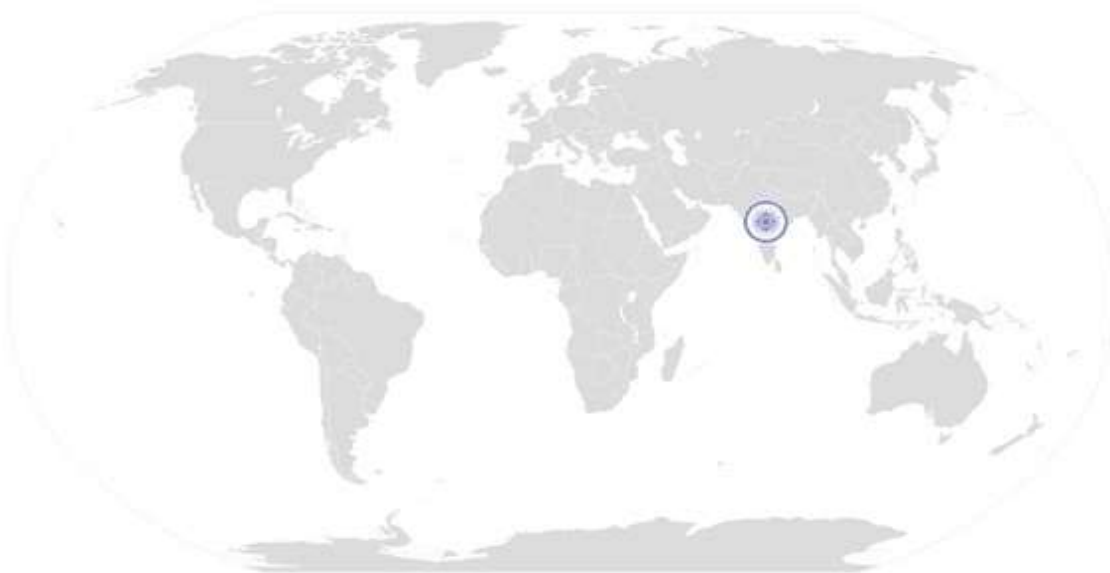
NOS Version Control

NOS Code	RSC / N 1110		
Credits(NSQF)	TBD	Version number	1.0
Industry	Rubber Manufacturing	Drafted on	02/12/14
Industry Sub-sector	Tyre	Last reviewed on	02/12/14
Occupation	Stock/component preparation	Next review date	02/12/15



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National Occupational Standard



Overview

This unit about performing bead insulation and bead building operation using the tools and machine.

Unit Code	RSC / N 1111
Unit Title (Task)	Perform bead extrusion and building
Description	This unit is about performing bead insulation and building operation using the cutting tools and machine.
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Ensure housekeeping and safety in cutting area. • Set beadwire spools at let off positions • Set cold feed extruder for bead compound extrusion and insulation of wire • Insulate the wire using the designated die and baffle as per required number of bead wire strands • Insulate wire and build bead wire bundle ensuring number of turns and overlap • Store the bead bundles with proper identification
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria
Raw material appropriateness	<p>To be competent, the user/individual on the job must be able to :</p> <p>PC1. Ensure the required number of bead wire spools</p> <p>PC2. Ensure lab released bead compound in the strip for feeding the cold feed extruders</p>
Operation	<p>PC3. Draw bead wire from the spools through guide rollers , tensioner rolls to the extruder .</p> <p>PC4. Ensure that the number of wires are as per the requirement for the bead bundle code being built</p> <p>PC5. Draw the wire through baffle ,die assembly</p> <p>PC6. Ensure that the cold feed extruder is ready to supply rubber for insulation</p> <p>PC7. Commence coating , ensuring good coverage with NO bare wire</p> <p>PC8. Apply cement adhesive (on line thru a cement dip tank) in case technical specifies</p> <p>PC9. Pass the insulated wire through cooling drums and festooners to the wind up chuck</p> <p>PC10. Wind up chuck of specific diameter is used for building bead bundle with specific number of turns and overlap .</p> <p>PC11. Jam the loose end with on line jammer to avoid end opening</p> <p>PC12. The insulated wire strip is cut by mechanical cutter once each bundle coil is built and ready for extraction from chuck</p> <p>PC13. The bead wire bundle is removed from chuck and hung on pin stands.</p>

	PC14. The bead bundles are then identified and stored in the designated area
Health & Safety	PC15. Handle the sheet and ply using hand gloves and other safety equipment. PC16. Adhere to all safety norms (such as wearing protective gloves and shoes, etc) PC17. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company/ organization and its processes)	The user/individual on the job needs to know and understand: KA1. Bead insulation and building operation and its importance. KA2. Implications of poorly prepared tools. KA3. The material disposal procedure, importance of appropriate disposal of material and implications of not following the material disposal procedure. KA4. How to conduct quality and damage checks and their importance. KA5. Importance of identifying non-conforming products and their storage. KA6. Risk and impact of not following defined procedures/work instructions. KA7. The escalation matrix for reporting identified issues. KA8. Types of documentation in the organization and their importance. KA9. Records to be maintained and the implications of their non-maintenance. KA10. Importance of housekeeping & good shopfloor practices KA11. Health, safety and environment guidelines, legislations and regulations, as applicable. KA12. Personal protection (which protective equipment to be used and how). KA13. Impact of poor practices on health, safety and environment. KA14. Potential hazards and actions to minimize them. KA15. The escalation matrix and procedures for reporting hazards. KA16. Importance of FIFO KA17. Impact of various practices on cost, quality, productivity, delivery and safety. KA18. Handover/Takeover of the equipment/work area as per organizational SOP.
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. Bead insulation and building operation using tools and the machines. KB2. Cleanliness and safety requirements for commencing cutting operation. KB3. Importance of inspecting cutter blade for improper or rough cutting and avoid wrinkling of fabric due to damaged cutting blade KB4. Operation of cutting machine (equipment working, possible setting levels and typical processes followed for different fabric). KB5. Functioning of extruder, dies, baffles and the cutter knives KB6. Proper setting of machine to achieve desired dimensions

	<p>KB7. Effects of improper number of wires in strand and number of turns</p> <p>KB8. Effect of overlap .</p> <p>KB9. The process and importance of quality checks.</p> <p>KB10. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB11. Potential problems in the bead room operation.</p> <p>KB12. Units of measurement.</p> <p>KB13. Knowledge of first aid treatment to respond to injuries.</p> <p>KB14. Knowledge of cutting appropriate piece sizes with respect to appropriate tools and machinery.</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Write simple letters, email etc</p> <p>SA3. Fill up appropriate forms and activity logs in required format of the company</p> <p>SA4. Perform basic mathematical operations</p>
	Reading and Understanding Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA6. Read images, graphs, diagrams</p> <p>SA7. Understand the various coding systems as per company norms</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA9. Respond appropriately to any queries</p> <p>SA10. Communicate with supervisor</p> <p>SA11. Communicate with upstream and downstream teams</p> <p>SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)</p>
	Integrity
<p>The user/individual on the job needs to know and understand how to:</p> <p>SA13. Practice honesty with respect to company property and time</p> <p>SA14. Communicate with people in a form and manner and using language that is open and respectful</p> <p>SA15. Resolve any difficulties in relationships with colleagues , or get help from an appropriate person, in a way that preserves goodwill and trust</p>	

	Motivation
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA16. Take responsibility for completing one’s own work assignment</p> <p>SA17. Take initiative to enhance/learn skills in ones’s area of work</p> <p>SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one’s learning.</p> <p>SA19. Is open to new ways of doing things</p> <p>SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.</p>
	Reliability
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA21. Avoid absenteeism</p> <p>SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA23. Work in disciplined factory environment</p> <p>SA24. Be punctual</p>
B. Professional Skills	Material and Equipment Handling
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle bead wire insulator/extruder machine</p> <p>SB2. Handle -wire spools and palletshandle cold feed extruder</p> <p>SB3. Handle die and baffle</p> <p>SB4. Handle tape measure /diameter measuring tape</p> <p>SB5. Handling of various types of material handling equipment like forklifts, trolleys, hydraulic jack etc.</p> <p>SB6. Handle bead bundle building machine</p> <p>SB7. Handle the online cutter and the end jammer</p> <p>SB8. Unloading the bead bundle for m the bead building chucks</p>
	Analytical Thinking
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Identify the problems pertaining to the sharpening of tools based on visual inspection and work efficiency</p> <p>SB2. Diagnose common problems in the machine based on visual inspection, sound etc</p> <p>SB3. Suggest improvements(if any) in process based on experience</p> <p>SB4. Optimal use of material ensuring minimal wastage</p>

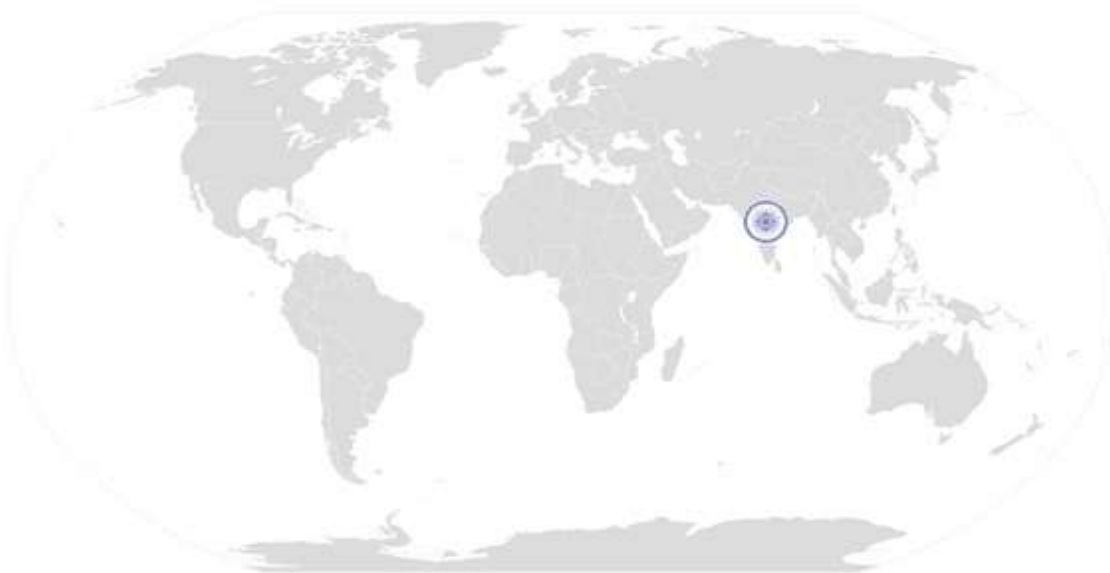
NOS Version Control

NOS Code	RSC / N 1111		
Credits(NSQF)	TBD	Version number	1.0
Industry	Rubber Manufacturing	Drafted on	02/12/14
Industry Sub-sector	Tyre	Last reviewed on	02/12/14
Occupation	Stock/component preparation	Next review date	02/12/15



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National Occupational Standard



Overview

This unit is about performing activities after bead building operation.

Unit Code	RSC / N 1112
Unit Title (Task)	Perform post –bead building activities
Description	This unit is about performing post cutting operation for cut rubber pieces
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Ensuring housekeeping and safety in the work area • Form appropriate batches of the of the bead bundles and store them in appropriate designated pin trucks • Mark the batch for proper identification for further processing • Check if the bead bundles are within the specification • Put the cutting tools at designated place • Arrange for placing/storing the remaining portions of compound and bare wire spools properly covered for next bead insulation and building operation of the fabric at proper place
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria
Operation	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. Clean tools and keep the tools at designated place after the completion of cutting operation.</p> <p>PC2. Check the dimension of bead wire budles –diameter , overlap length ,turns and strands</p> <p>PC3. Ensure proper identification for better traceability</p> <p>PC4. Palce proper tag indicating the date and time of bead bulding to help FIFO while usage in the next stage operation</p> <p>PC5. Ensure no left over of the compounds and bare wires are kept well covered and are ready to use whenever needed.</p> <p>PC6. Bead wire bundles are so kept to ensure smooth flow for bead wrapping, apexing and flipper application</p> <p>PC7. Report to the supervisor if there are too much variation in the bead bundle or process related problems at bead extruders</p> <p>PC8. Inform supervisor if there are problems realted to machine set up and actual obtained dimensions</p> <p>PC9. Send bead bundles to band building or tyre building as required by specification</p>
Material disposal	PC10. Dispose of waste material safely, as per organizational SOP.

Batch Marking	<p>PC11. Ensure identification and traceability by batch marking/coding for the right product as per the instructions laid down by the plant technical (in terms of code, date, time stamp).</p> <p>PC12. Ensure log book is maintained documenting the details of bead wire source, lot number, compound code, mixed date, batch number used to facilitate traceability</p>
Sampling	<p>PC13. Keep random samples of bead wire spools for diameter checks</p> <p>PC14. Check the bead compound strip samples before commencing the extrusion to make sure it is OK to use (this is in addition to lab having approved the batches earlier)</p>
Health & Safety	<p>PC15. Handle the material using hand gloves and other safety equipment.</p> <p>PC16. Adhere to all safety norms (such as wearing protective gloves, shoes, safety goggles etc).</p> <p>PC17. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Implications of inappropriately prepared bead bundles.</p> <p>KA2. Significance of code marking.</p> <p>KA3. Importance of identifying non-conforming products and their storage.</p> <p>KA4. Risk and impact of not following defined procedures/work instructions.</p> <p>KA5. The escalation matrix and procedures for reporting identified problems.</p> <p>KA6. Types of documentation in the organization and their importance.</p> <p>KA7. Records to be maintained and the implications of their non-maintenance.</p> <p>KA8. Importance of housekeeping & good shopfloor practices</p> <p>KA9. Health, safety, and environment guidelines, legislations and regulations as applicable.</p> <p>KA10. Personal protection (which protective equipment to be used and how).</p> <p>KA11. Importance of FIFO</p> <p>KA12. Potential hazards and actions to minimize them.</p> <p>KA13. Impact of poor practices on health, safety and environment.</p> <p>KA14. The escalation matrix and procedures for reporting hazards.</p> <p>KA15. Handover/Takeover of the equipment/work area as per organizational SOP.</p>

RSC / N 1112
Perform Post-Bead Building Activities

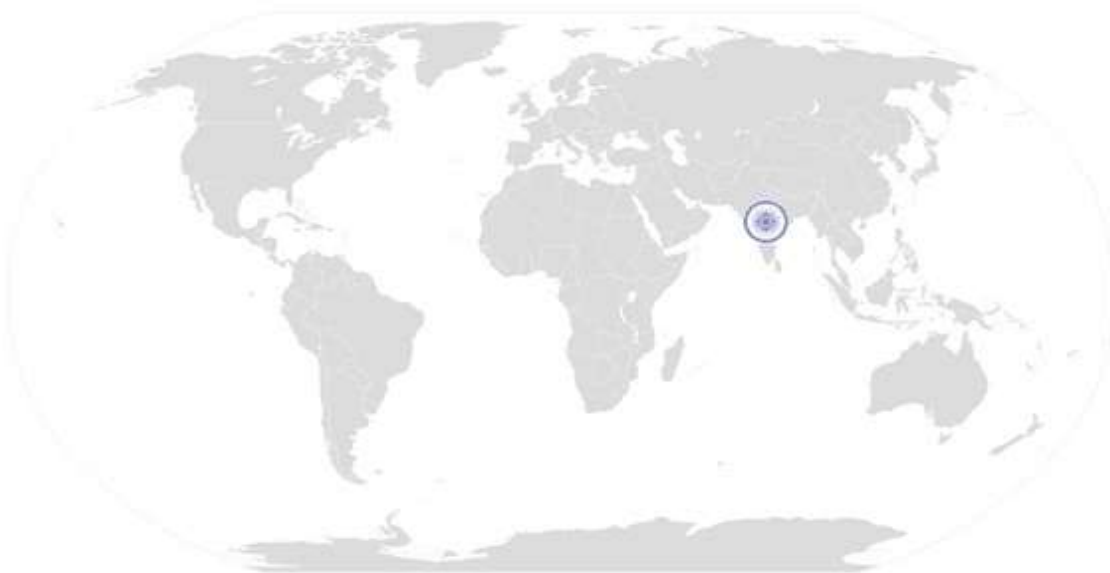
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Appropriate method for keeping the bead bundles</p> <p>KB2. Methods for removing remaining poorly insulated wires or bead bundles .</p> <p>KB3. Process and importance of dimensional and quality checks.</p> <p>KB4. Code marking techniques.</p> <p>KB5. Implications of incorrect code marking.</p> <p>KB6. Importance of aging of bead bundles</p> <p>KB7. Implications of inappropriate waste disposal.</p> <p>KB8. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB9. Units of measurement.</p> <p>KB10. Coding systems for identification and traceability.</p> <p>KB11. Usage of diameter check machine and diameter tape measure</p> <p>KB12. Knowledge of the storage life of product</p> <p>KB13. The usage of placing different types of identification tags</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas through written communication</p> <p>SA2. Fill up appropriate forms and activity logs in required format of the company</p> <p>SA3. Perform basic mathematical operations</p>
	Reading and Understanding Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA4. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA5. Read images, graphs, diagrams</p> <p>SA6. Understand the various coding systems as per company norms</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA8. Understand instructional language of the organization</p> <p>SA9. Respond appropriately to any queries</p> <p>SA10. Communicate with supervisor</p> <p>SA11. Communicate with upstream and downstream teams</p> <p>SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)</p>
Integrity	

Perform Post-Bead Building Activities

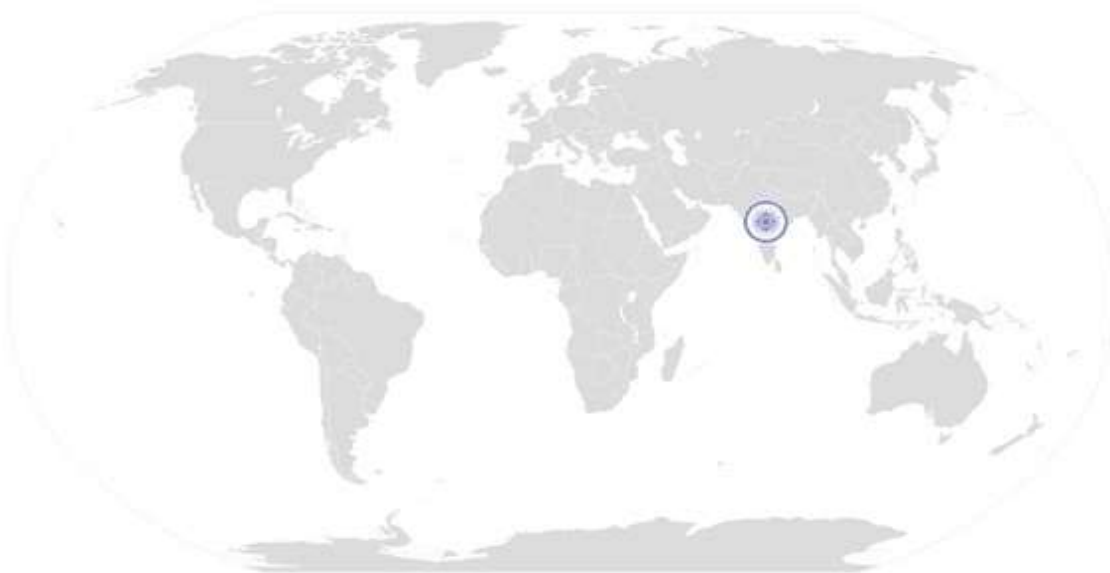
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA13. Practice honesty with respect to company property and time</p> <p>SA14. Communicate with people in a form and manner and using language that is open and respectful</p> <p>SA15. Resolve any difficulties in relationships with colleagues , or get help from an appropriate person, in a way that preserves goodwill and trust</p>
	<p>Motivation</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA16. Take responsibility for completing one’s own work assignment</p> <p>SA17. Take initiative to enhance/learn skills in ones’s area of work</p> <p>SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one’s learning.</p> <p>SA19. Is open to new ways of doing things</p> <p>SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.</p>
	<p>Reliability</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA21. Avoid absenteeism</p> <p>SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA23. Work in disciplined factory environment</p> <p>SA24. Be punctual</p>
B. Professional Skills	<p>Material and Equipment Handling</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle bead bundle diameter checking machine.</p> <p>SB2. Handle built bead bundles</p> <p>SB3. Handle scarp bead bundles Handling of various types of material handling equipment like forklifts, trolleys, hydraulic jack etc</p> <p>SB4. The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.</p>
	<p>Analytical Thinking</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Identify the problems pertaining to the sharpening of tools based on visual inspection and work efficiency</p> <p>SB6. Diagnose common problems in the machine based on visual inspection, sound etc</p> <p>SB7. Suggest improvements(if any) in process based on experience</p>

RSC / N 1112
Perform Post-Bead Building Activities
NOS Version Control

NOS Code	RSC / N 1112		
Credits(NSQF)	TBD	Version number	1.0
Industry	Rubber Manufacturing	Drafted on	02/12/14
Industry Sub-sector	Tyre	Last reviewed on	02/12/14
Occupation	Stock/component preparation	Next review date	02/12/15


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National Occupational Standard



Overview

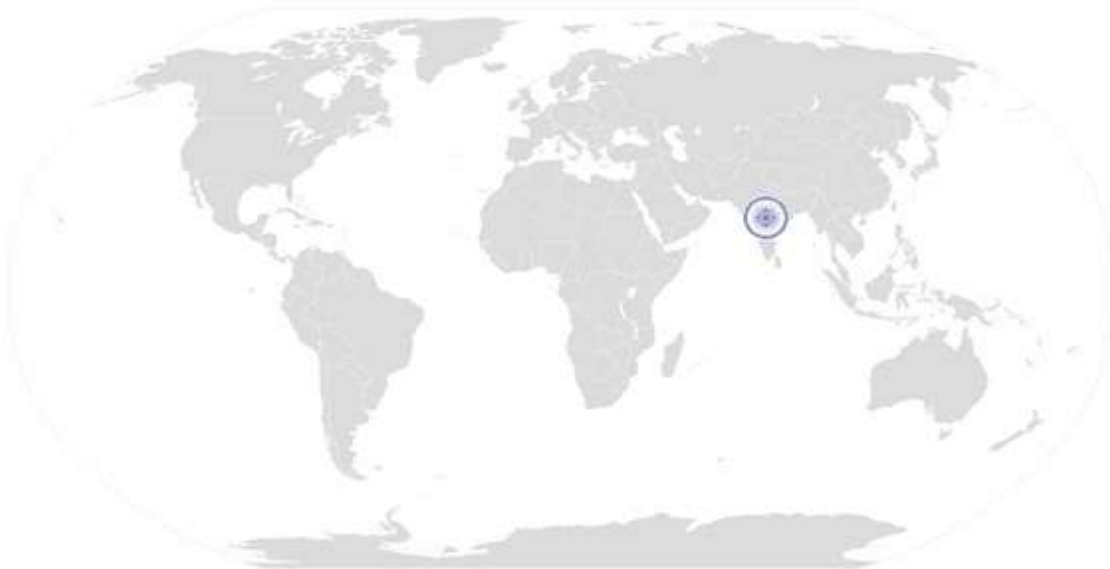
This unit is about carrying out housekeeping

Unit Code	RSC / N 5001
Unit Title (Task)	To carry out housekeeping
Description	This unit is about carrying out housekeeping activities
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Preparing for housekeeping activities • Carry out housekeeping activities • Post housekeeping activities
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria
Pre housekeeping activities	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Inspect the area while taking into account various surfaces</p> <p>PC2. Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain</p> <p>PC3. Ensure that the cleaning equipment is in proper working condition</p> <p>PC4. Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person</p> <p>PC5. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces</p> <p>PC6. Inform the affected people about the cleaning activity</p> <p>PC7. Display the appropriate signage for the work being conducted</p> <p>PC8. Ensure that there is adequate ventilation for the work being carried out</p> <p>PC9. Wear the personal protective equipment required for the cleaning method and materials being used</p>
Operations	<p>PC10. Use the correct cleaning method for the work area, type of soiling and surface</p> <p>PC11. Carry out cleaning activity without disturbing others</p> <p>PC12. Deal with accidental damage, if any, caused while carrying out the work</p> <p>PC13. Report to the appropriate person any difficulties in carrying out your work</p> <p>PC14. Identify and report to the appropriate person any additional cleaning required that is outside one's responsibility or skill</p>
Post housekeeping activities	<p>PC15. Ensure that there is no oily substance on the floor to avoid slippage</p> <p>PC16. Ensure that no scrap material is lying around</p>

	<p>PC17. Maintain and store housekeeping equipment and supplies</p> <p>PC18. Follow workplace procedures to deal with any accidental damage caused during the cleaning process</p> <p>PC19. Ensure that, on completion of the work, the area is left clean and dry and meets requirements</p> <p>PC20. Return the equipment, materials and personal protective equipment that were used to the right places making sure they are clean, safe and securely stored</p> <p>PC21. Dispose the waste garnered from the activity in an appropriate manner</p> <p>PC22. Dispose of used and un-used solutions according to manufacturer's instructions, and clean the equipment thoroughly</p>
<p>General</p>	<p>PC23. Maintain schedules and records for housekeeping duty</p> <p>PC24. Replenish any necessary supplies or consumables</p>
<p>Knowledge and Understanding (K)</p>	
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The levels of hygiene required by workplace and why it is important to maintain them during your work</p> <p>KB2. How to inspect a work area to decide what cleaning it needs</p> <p>KB3. Methods and materials that used for cleaning variety of surfaces</p> <p>KB4. The types of cleansing agents that are not to be mixed together</p> <p>KB5. The correct method for cleaning equipment and/or machinery used during your work</p> <p>KB6. The importance of personal protective equipment</p> <p>KB7. Appropriate personal protective equipment for the work area, cleaning equipment, tools, materials and chemicals used</p> <p>KB8. The correct sequence for cleaning the work area</p> <p>KB9. The time taken by the treatment to work</p> <p>KB10. The importance of following manufacturer's instructions on cleaning agents</p> <p>KB11. The most appropriate place to carry out test cleans and why this should be done before applying treatments</p> <p>KB12. The importance of applying treatments evenly and the effect of not doing this</p> <p>KB13. Process of cleaning the surfaces without causing injury or damage</p> <p>KB14. The method to check the treated surface and equipment on completion of cleaning</p> <p>KB15. Procedures for reporting any unidentified soiling</p> <p>KB16. Procedures for disposing off waste</p> <p>KB17. Procedures for disposing off or storing personal protective equipment</p>

	KB18. Escalation procedures for soils or stains that could not be removed
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. Construct simple sentences and express ideas clearly through written communication SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company SA3. Write simple letters, mails, etc SA4. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as estimation and approximation, for practical purposes
	Reading and Understanding Skills
	The user/individual on the job needs to know and understand how to: SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc SA6. Read images, graphs, diagrams SA7. Understand the various coding systems as per company norms
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA8. Express statements, opinions or information clearly so that others can hear and understand SA9. Respond appropriately to any queries SA10. Communicate with supervisor SA11. Communicate with upstream and downstream teams SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)
	Integrity
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust
	Motivation
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment

	<p>SA17. Take initiative to enhance/learn skills in ones’s area of work</p> <p>SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one’s learning.</p> <p>SA19. Is open to new ways of doing things</p> <p>SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.</p>
	<p>Reliability</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA21. Avoid absenteeism</p> <p>SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA23. Work in disciplined factory environment</p> <p>SA24. Be punctual</p>



NOS Code	RSC / N 5001		
Credits(NSQF)	TBD	Version number	1.0
Industry	Rubber Manufacturing	Drafted on	04/06/14
Industry Sub-sector	Tyre	Last reviewed on	14/06/14
Occupation	Stock/component preparation	Next review date	14/06/15



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National Occupational Standard



Overview

This unit is about reporting and documentation

Unit Code	RSC / N 5002
Unit Title (Task)	To carry out reporting and documentation
Description	This unit is about carrying out reporting and documentation
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Reporting of data/problem/incidents etc • Documentation • Information Security
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria
Reporting	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Report data/problems/incidents as applicable in a timely manner</p> <p>PC2. Report to the appropriate authority as laid down by the company</p> <p>PC3. Follow reporting procedures as prescribed by the company</p>
Recording and Documentation	<p>PC4. Identify documentation to be completed relating to one's role</p> <p>PC5. Record details accurately in appropriate format</p> <p>PC6. Complete all documentation within stipulated time according to company procedure</p> <p>PC7. Ensure that the final document meets with the requirements of the persons who requested it or make any amendments accordingly</p> <p>PC8. Make sure documents are available to all appropriate authorities to inspect</p>
Information Security	<p>PC9. Respond to requests for information in an appropriate manner whilst following organizational procedures</p> <p>PC10. Inform the appropriate authority of requests for information received</p>
Knowledge and Understanding (K)	
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Different methods of recording information</p> <p>KB2. Various documents that need to be maintained</p> <p>KB3. Company procedure for filling/maintaining up the documents</p> <p>KB4. Procedures for reporting to the appropriate authority</p> <p>KB5. Procedures for recording damage, breakages etc</p> <p>KB6. Reporting incidents where standard operating procedures are not followed</p> <p>KB7. The importance of complete and accurate documentation</p> <p>KB8. How to maintain complete documentation accurately and within agreed</p>

To Carry Out Reporting And Documentation

	<p>timescales</p> <p>KB9. The importance of ensuring that the documents are correct</p> <p>KB10. The actions to be taken if the documents are not correct</p> <p>KB11. The importance of maintaining the security and confidentiality of recorded information</p> <p>KB12. Procedures to maintain confidentiality of information</p> <p>KB13. The appropriate method for responding to requests for information</p> <p>KB14. The reporting procedures to followed before disclosing information to any outside party</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company</p> <p>SA3. Write simple letters, mails, etc</p> <p>SA4. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as estimation and approximation, for practical purposes</p>
	Reading and Understanding Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA6. Read images, graphs, diagrams</p> <p>SA7. Understand the various coding systems as per company norms</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA9. Respond appropriately to any queries</p> <p>SA10. Communicate with supervisor</p> <p>SA11. Communicate with upstream and downstream teams</p> <p>SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)</p>
Integrity	

To Carry Out Reporting And Documentation

	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA13. Practice honesty with respect to company property and time</p> <p>SA14. Communicate with people in a form and manner and using language that is open and respectful</p> <p>SA15. Resolve any difficulties in relationships with colleagues , or get help from an appropriate person, in a way that preserves goodwill and trust</p>
	<p>Motivation</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA16. Take responsibility for completing one’s own work assignment</p> <p>SA17. Take initiative to enhance/learn skills in ones’s area of work</p> <p>SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one’s learning.</p> <p>SA19. Is open to new ways of doing things</p> <p>SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.</p>
	<p>Reliability</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA21. Avoid absenteeism</p> <p>SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA23. Work in disciplined factory environment</p> <p>SA24. Be punctual</p>

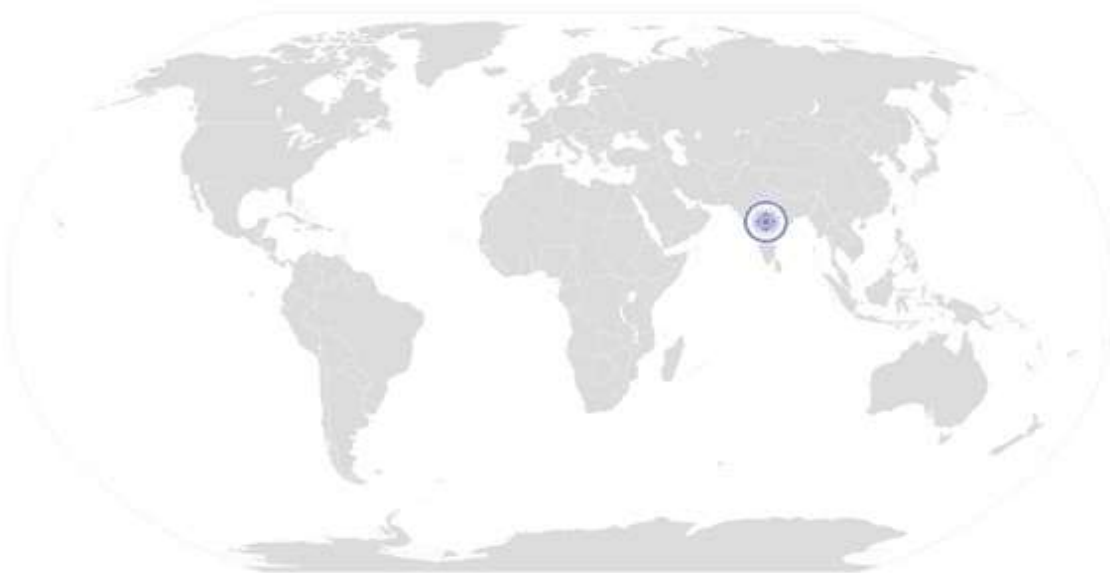
NOS Version Control

NOS Code	RSC / N 5002		
Credits(NSQF)	TBD	Version number	1.0
Industry	Rubber Manufacturing	Drafted on	04/06/14
Industry Sub-sector	Tyre	Last reviewed on	14/06/14
Occupation	Stock/component preparation	Next review date	14/06/15



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National Occupational Standard



Overview

This unit is about carrying out quality checks

Unit Code	RSC / N 5003
Unit Title (Task)	To carry out quality checks
Description	This unit is about carrying out quality control activities
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Carrying out quality checks to identify problems • Take corrective actions • Reporting the results
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria
Inspection	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Ensure that total range of checks are regularly and consistently performed</p> <p>PC2. Use appropriate measuring instruments, equipment, tools, accessories etc ,as required</p>
Analysis	<p>PC3. Identify non-conformities to quality assurance standards</p> <p>PC4. Identify potential causes of non-conformities to quality assurance standards</p> <p>PC5. Identify impact on final product due to non-conformance to company standards</p> <p>PC6. Evaluating the need for action to ensure that problems do not recur</p> <p>PC7. Suggest corrective action to address problem</p> <p>PC8. Review effectiveness of corrective action</p>
Reporting	<p>PC9. Interpret the results of the quality check correctly</p> <p>PC10. Take up results of the findings with QC in charge/appropriate authority.</p> <p>PC11. Take up the results of the findings within stipulated time</p> <p>PC12. Record of results of action taken</p> <p>PC13. Record adjustments not covered by established procedures for future reference</p> <p>PC14. Review effectiveness of action taken</p> <p>PC15. Follow reporting procedures where the cause of defect cannot be identified</p>
Knowledge and Understanding (K)	
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The importance of quality control procedures</p> <p>KB2. Relevance and importance of activities and how they contribute to the achievement of the quality objectives,</p>

To Carry Out Problem Identification And Escalation

	<p>KB3. Proper procedure for selecting the material/product and performing quality checks without affecting the material</p> <p>KB4. Availability of work instructions, as necessary,</p> <p>KB5. Characteristics of the product/material</p> <p>KB6. Use of suitable equipment</p> <p>KB7. Availability and use of monitoring and measuring devices,</p> <p>KB8. Requirements of records</p> <p>KB9. Importance of maintaining accurate up-to-date records</p> <p>KB10. The need to report within the stipulated time</p> <p>KB11. Implications of inaccurate measuring and testing instruments and equipment</p> <p>KB12. The cost of non-conformance to quality standards</p> <p>KB13. Implications (impact on internal/external customers) of defective products, materials or components</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company</p> <p>SA3. Write simple letters, mails, etc</p> <p>SA4. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as estimation and approximation, for practical purposes</p>
	Reading and Understanding Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA6. Read images, graphs, diagrams</p> <p>SA7. Understand the various coding systems as per company norms</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA9. Respond appropriately to any queries</p> <p>SA10. Communicate with supervisor</p> <p>SA11. Communicate with upstream and downstream teams</p> <p>SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)</p>
Integrity	

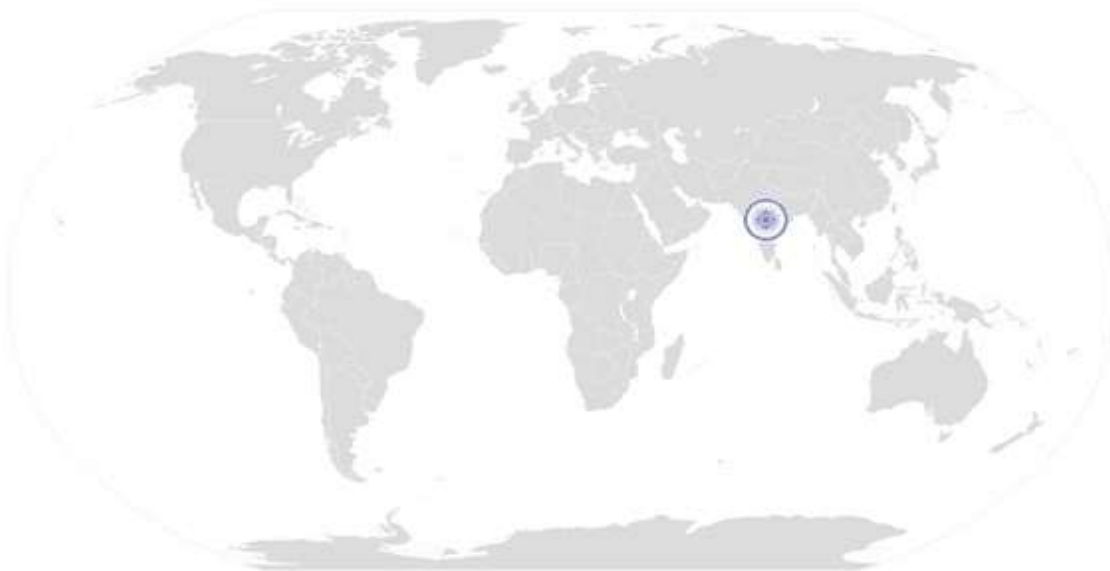
To Carry Out Problem Identification And Escalation

	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA13. Practice honesty with respect to company property and time</p> <p>SA14. Communicate with people in a form and manner and using language that is open and respectful</p> <p>SA15. Resolve any difficulties in relationships with colleagues , or get help from an appropriate person, in a way that preserves goodwill and trust</p>
	<p>Motivation</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA16. Take responsibility for completing one’s own work assignment</p> <p>SA17. Take initiative to enhance/learn skills in ones’s area of work</p> <p>SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one’s learning.</p> <p>SA19. Is open to new ways of doing things</p> <p>SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.</p>
	<p>Reliability</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA21. Avoid absenteeism</p> <p>SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA23. Work in disciplined factory environment</p> <p>SA24. Be punctual</p>

To Carry Out Problem Identification And Escalation

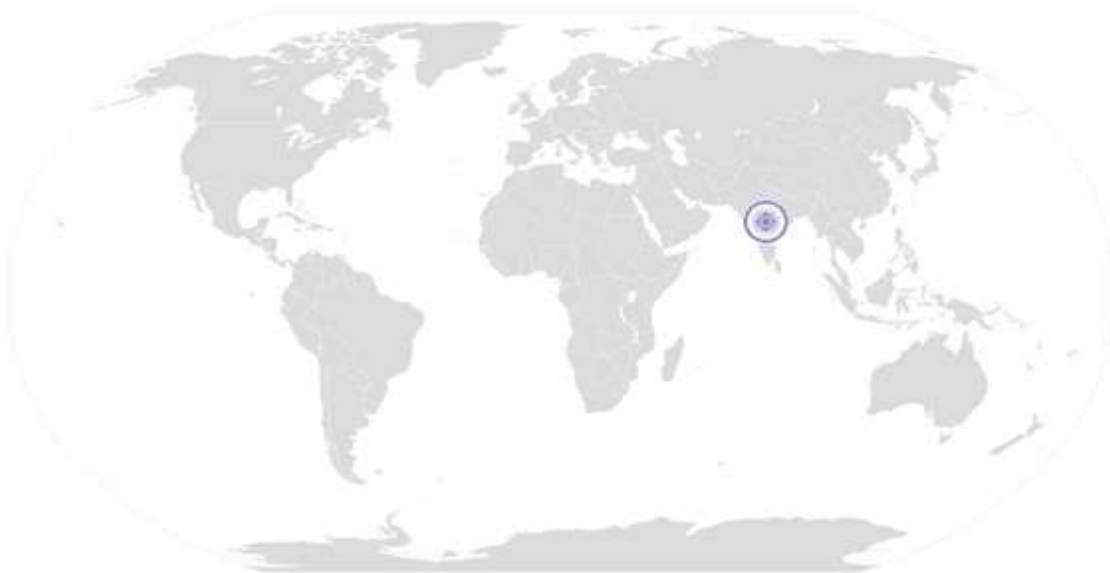
NOS Version Control

NOS Code	RSC / N 5003		
Credits(NSQF)	TBD	Version number	1.0
Industry	Rubber Manufacturing	Drafted on	04/06/14
Industry Sub-sector	Tyre	Last reviewed on	14/06/14
Occupation	Stock/component preparation	Next review date	14/06/15



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National Occupational Standard



Overview

This unit is about problem identification and escalation

Unit Code	RSC / N 5004
Unit Title (Task)	To carry out problem identification and escalation
Description	This unit is about problem identification and escalation
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Identify problems across: <ul style="list-style-type: none"> - Raw materials - Compounds - Product - Equipment - Others • Identify solutions to problems • Take corrective action • Escalation of unresolved identified problems
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria
Problem Identification	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify defects/indicators of problems</p> <p>PC2. Identify any wrong practices that may lead to problems</p> <p>PC3. Identify practices that may impact the final product quality</p> <p>PC4. Identify if the problem has occurred before</p> <p>PC5. Identify other operations that might be impacted by the problem</p> <p>PC6. Ensure that no delays are caused as a result of failure to escalate problems</p>
Necessary Action	<p>PC7. Take appropriate materials and sample, conduct tests and evaluate results to establish reasons to confirm suspected reasons for non-conformance (where required)</p> <p>PC8. Consider possible reasons for identification of problems</p> <p>PC9. Consider applicable corrections and formulate corrective action</p> <p>PC10. Formulate action in a timely manner</p> <p>PC11. Communicate problem/remedial action to appropriate parties</p> <p>PC12. Take corrective action in a timely manner</p> <p>PC13. Take corrective action for problems identified according to the company procedures</p> <p>PC14. Report/document problem and corrective action in an appropriate manner</p> <p>PC15. Monitor corrective action</p> <p>PC16. Evaluate implementation of corrective action taken to determine if the problem has been resolved</p>

To Carry Out Problem Identification And Escalation

	<p>PC17. Ensure that corrective action selected is viable and practical</p> <p>PC18. Ensure that correct solution is identified to an identified problem</p> <p>PC19. Take corrective action for problems identified according to the company procedures</p> <p>PC20. Ensure that no delays are caused as a result of failure to take necessary action</p>
Problem Escalation	<p>PC21. Escalate problem as per laid down escalation matrix</p> <p>PC22. Escalate the problem within stipulated time</p> <p>PC23. Escalate the problem in an appropriate manner</p> <p>PC24. Ensure that no delays are caused as a result of failure to escalate problems</p>
Knowledge and Understanding (K)	
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Indicators of problems</p> <p>KB2. The working of the equipment and accessories(if applicable)</p> <p>KB3. The impact of operations on the user and equipment(if applicable)</p> <p>KB4. The impact of operations on the final product (if applicable)</p> <p>KB5. The effect of not rectifying the problems identified</p> <p>KB6. The reason for the occurrence of previous problems</p> <p>KB7. Measures and steps that have been taken to address the previous problems</p> <p>KB8. Possible solutions for various problems</p> <p>KB9. The correct method for carrying out corrective actions outlined for each problem</p> <p>KB10. The impact of not carrying out the corrective actions</p> <p>KB11. The documentation procedure for recording such problems, as per company norms</p> <p>KB12. The escalation matrix for reporting problems</p> <p>KB13. Escalation matrix for reporting unresolved problems</p> <p>KB14. The time frame within which in which each problem needs to be escalated</p> <p>KB15. Manner in which each problem needs to be escalated</p>
Skills (S)	
A. Core Skills/ Generic Skills	<p>Writing Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company</p> <p>SA3. Write simple letters, mails, etc</p> <p>SA4. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as estimation and approximation, for practical purposes</p>

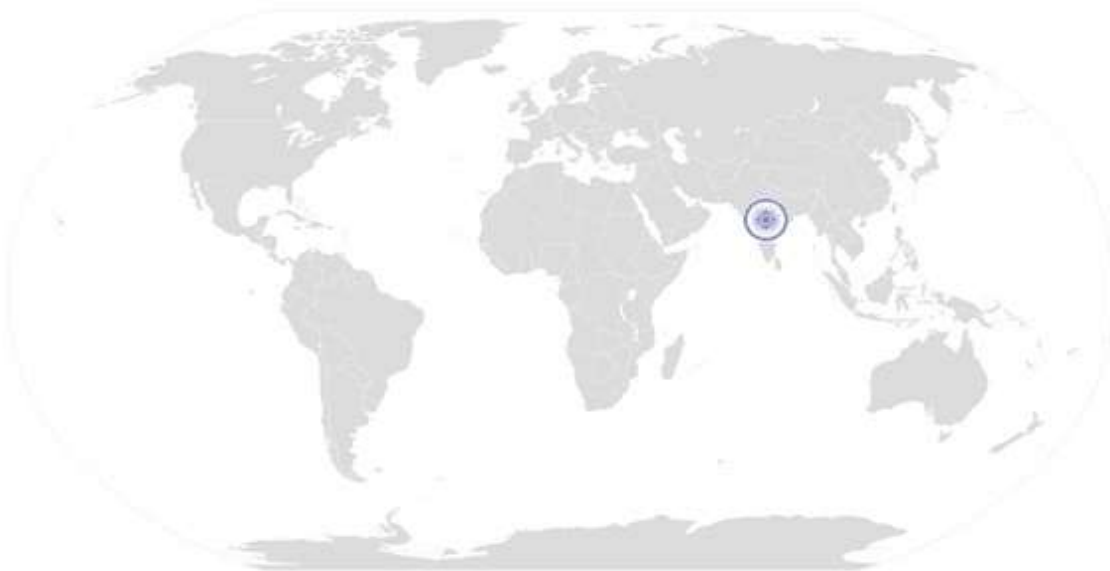
To Carry Out Problem Identification And Escalation

	Reading and Understanding Skills
	The user/individual on the job needs to know and understand how to: SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc SA6. Read images, graphs, diagrams SA7. Understand the various coding systems as per company norms
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	Reliability
The user/individual on the job needs to know and understand how to: SA21. Avoid absenteeism SA22. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA23. Work in disciplined factory environment SA24. Be punctual	

To Carry Out Problem Identification And Escalation

NOS Version Control

NOS Code	RSC / N 5004		
Credits(NSQF)	TBD	Version number	1.0
Industry	Rubber Manufacturing	Drafted on	04/06/14
Industry Sub-sector	Tyre	Last reviewed on	14/06/14
Occupation	Stock/component preparation	Next review date	14/06/15



CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role Bead Room Operator
Qualification Pack RSC/ Q 1104
Sector Skill Council Rubber Skill Development Council

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 created 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% in every NOS
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

			Marks Allocation		
NOS	Elements	Performance Criteria	Total	Theory	Practical
RSC / N 1110 Prepare material, tools and machine	Equipment readiness	PC1. Ensure the functioning of bead insulator (cold feed extruder)	6	6	0
		PC2. Ensure that the tools are clean and well sharpened.	6	6	0
		PC3. Set parameters for the machine as per the organizational SOP.	10	0	10
		PC4. Place the hand tools on a safe location.	14	6	8
		PC5. Check the sharpness of the bead wire cutter for the cutting purpose.	8	0	8

for bead building		PC6. Ensure that the bead assembly units/chucks are in operational condition	6	6	0
	Raw material appropriatene ss	PC7. Ensure that bead wire spools are approved by the laboratory.	6	6	0
		PC8. Check the availability of lab released bead insulation compound available for bead wire insulation .	6	6	0
		PC9. Ensure that the bead wire insulation compound is available in the strip form for suitability to feed the cold feed extruders	6	6	0
	Health & Safety	PC10. Ensure the use of certified/tested wire cutting hand tools and machine and check their functioning.	10	6	4
		PC11. Adhere to all safety norms (such as wearing protective gloves, masks and shoes).	12	6	6
PC12. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.		10	6	4	
			100	60	40
RSC / 1111 Perform bead extrusion and building	Raw material appropriatene ss	PC1. Ensure the required number of bead wire spools	4	4	0
		PC2. Ensure lab released bead compound in the strip for feeding the cold feed extruders	6	4	2
	Operation	PC3. Draw bead wire from the spools through guide rollers , tensioer rolls to the extruder .	6	2	4
		PC4. Ensure that the number of wires are as per the requirement for the bead bundle code being built	6	2	4
		PC5. Draw the wire through baffle ,die assembly	6	2	4
		PC6. Ensure that the cold feed extruder is redy to supply rubber for insulaton	6	2	4
		PC7. Commence coating , ensuring good coverage with NO bare wire	6	2	4
		PC8. Apply cement adhesive (on line thru a cement dip tank) in case technical specifies	6	2	4
		PC9. Pass the insualted wire through cooling drums and festooners to the wind up chuck	6	2	4
		PC10. Wind up chuck of specific diameter is used for building bead bundle with specific number if turns and overlap .	6	2	4
		PC11. Jam the loose end with on line jammer to avoid end opening	6	2	4
		PC12. The insulated wire strip is cut by mechanical cutter once each bundle coil	6	2	4

		is built and ready for extraction from chuck			
		PC13. The bead wire bundle is removed from chuck and hung on pin stands.	6	2	4
		PC14. The bead bundles are then identified and stored in the designated area	6	2	4
	Health & Safety	PC15. Handle the sheet and ply using hand gloves and other safety equipment.	6	2	4
		PC16. Adhere to all safety norms (such as wearing protective gloves and shoes, etc)	6	2	4
		PC17. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	6	4	2
			100	40	60
RSC / N 1112 Perform Post- Bead Building Activities	Operation	PC1. Clean tools and keep the tools at designated place after the completion of cutting operation.	4	4	0
		PC2. Check the dimension of bead wire bundles –diameter , overlap length ,turns and strands	9	5	4
		PC3. Ensure proper identification for better traceability	7	4	3
		PC4. Place proper tag indicating the date and time of bead building to help FIFO while usage in the next stage operation	8	5	3
		PC5. Ensure no left over of the compounds and bare wires are kept well covered and are ready to use whenever needed.	8	4	4
		PC6. Bead wire bundles are so kept to ensure smooth flow for bead wrapping, apexing and flipper application	8	4	4
		PC7. Report to the supervisor if there are too much variation in the bead bundle or process related problems at bead extruders	2	2	0
		PC8. Inform supervisor if there are problems related to machine set up and actual obtained dimensions	2	2	0
		PC9. Send bead bundles to band building or tyre building as required by specification	2	2	0
	Material disposal	PC10. Dispose of waste material safely, as per organizational SOP.	8	4	4
	Batch Marking	PC11. Ensure identification and traceability by batch marking/coding for the right product as per the instructions laid down by the plant technical (in terms of code, date, time stamp).	8	4	4

		PC12. Ensure log book is maintained documenting the details of bead wire source , lot number ,compound code, mixed date, batch number used to facilitate traceability	8	4	4
	Sampling	PC13. Keep random samples of bead wire spools for diameter checks	2	2	0
		PC14. Check the bead compound strip samples before commencing the extrusion to make sure it is OK to use (this is in addition to lab having approved the batches earlier)	6	2	4
	Health & Safety	PC15. Handle the material using hand gloves and other safety equipment.	6	4	2
		PC16. Adhere to all safety norms (such as wearing protective gloves , shoes, safety goggles etc).	8	4	4
		PC17. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	4	4	0
			100	60	40
RSC/N50 01 To Carry Out Housekeeping	Pre housekeeping activities	PC1. Inspect the area while taking into account various surfaces	3	3	0
		PC2. Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain	3	3	0
		PC3. Ensure that the cleaning equipment is in proper working condition	3	3	0
		PC4. Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person	3	3	0
		PC5. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces	3	3	0
		PC6. Inform the affected people about the cleaning activity	2	2	0
		PC7. Display the appropriate signage for the work being conducted	3	3	0
		PC8. Ensure that there is adequate ventilation for the work being carried out	3	3	0
		PC9. Wear the personal protective equipment required for the cleaning method and materials being used	3	3	0
	Operations	PC10. Use the correct cleaning method for the work area, type of soiling and surface	3	3	0
		PC11. Carry out cleaning activity without disturbing others	3	3	0
		PC12. Deal with accidental damage, if any, caused while carrying out the work	3	3	0

		PC13. Report to the appropriate person any difficulties in carrying out your work	3	3	0
		PC14. Identify and report to the appropriate person any additional cleaning required that is outside one's responsibility or skill	3	3	0
	Post housekeeping activities	PC15. Ensure that there is no oily substance on the floor to avoid slippage	9	3	6
		PC16. Ensure that no scrap material is lying around	9	3	6
		PC17. Maintain and store housekeeping equipment and supplies	3	3	0
		PC18. Follow workplace procedures to deal with any accidental damage caused during the cleaning process	3	3	0
		PC19. Ensure that, on completion of the work, the area is left clean and dry and meets requirements	8	2	6
		PC20. Return the equipment, materials and personal protective equipment that were used to the right places making sure they are clean, safe and securely stored	3	3	0
		PC21. Dispose the waste garnered from the activity in an appropriate manner	9	3	6
		PC22. Dispose of used and un-used solutions according to manufacturer's instructions, and clean the equipment thoroughly	9	3	6
		General	PC23. Maintain schedules and records for housekeeping duty	3	3
	PC24. Replenish any necessary supplies or consumables		3	3	0
			100	70	30
RSC/N50 02 To Carry Out Reporting And Documen tation	Reporting	PC1. Report data/problems/incidents as applicable in a timely manner	12	8	4
		PC2. Report to the appropriate authority as laid down by the company	12	8	4
		PC3. Follow reporting procedures as prescribed by the company	12	8	4
	Recording and Documentation	PC4. Identify documentation to be completed relating to one's role	10	6	4
		PC5. Record details accurately an appropriate format	16	6	10
		PC6. Complete all documentation within stipulated time according to company procedure	14	4	10
		PC7. Ensure that the final document meets with the requirements of the persons who requested it or make any amendments accordingly	6	4	2
		PC8. Make sure documents are available to all appropriate authorities to inspect	6	4	2

	Information Security	PC9. Respond to requests for information in an appropriate manner whilst following organizational procedures	6	6	0
		PC10. Inform the appropriate authority of requests for information received	6	6	0
			100	60	40
RSC/N50 03 To Carry Out Quality Checks	Inspection	PC1. Ensure that total range of checks are regularly and consistently performed	24	10	14
		PC2. Use appropriate measuring instruments, equipment, tools, accessories etc ,as required	24	10	14
	Analysis	PC3. Identify non-conformities to quality assurance standards	6	4	2
		PC4. Identify potential causes of non-conformities to quality assurance standards	5	3	2
		PC5. Identify impact on final product due to non-conformance to company standards	5	3	2
		PC6. Evaluating the need for action to ensure that problems do not recur	6	4	2
		PC7. Suggest corrective action to address problem	5	3	2
		PC8. Review effectiveness of corrective action	5	3	2
	Reporting	PC9. Interpret the results of the quality check correctly	4	4	0
		PC10. Take up results of the findings with QC in charge/appropriate authority.	3	3	0
		PC11. Take up the results of the findings within stipulated time	3	3	0
		PC12. Record of results of action taken	3	3	0
		PC13. Record adjustments not covered by established procedures for future reference	3	3	0
		PC14. Review effectiveness of action taken	2	2	0
		PC15. Follow reporting procedures where the cause of defect cannot be identified	2	2	0
			100	60	40
RSC/N50 04 To Carry Out Problem	Problem Identification	PC1. Identify defects/indicators of problems	7	4	3
		PC2. Identify any wrong practices that may lead to problems	6	3	3
		PC3. Identify practices that may impact the final product quality	6	3	3
		PC4. Identify if the problem has occurred before	5	3	2
		PC5. Identify other operations that might be impacted by the problem	6	4	2

Identification And Escalation		PC6. Ensure that no delays are caused as a result of failure to escalate problems	5	3	2
	Necessary Action	PC7. Take appropriate materials and sample, conduct tests and evaluate results to establish reasons to confirm suspected reasons for non-conformance (where required)	8	5	3
		PC8. Consider possible reasons for identification of problems	8	5	3
		PC9. Consider applicable corrections and formulate corrective action	3	3	0
		PC10. Formulate action in a timely manner	3	3	0
		PC11. Communicate problem/remedial action to appropriate parties	7	5	2
		PC12. Take corrective action in a timely manner	2	2	0
		PC13. Take corrective action for problems identified according to the company procedures	2	2	0
		PC14. Report/document problem and corrective action in an appropriate manner	8	5	3
		PC15. Monitor corrective action	2	2	0
		PC16. Evaluate implementation of corrective action taken to determine if the problem has been resolved	2	2	0
		PC17. Ensure that corrective action selected is viable and practical	2	2	0
		PC18. Ensure that correct solution is identified to an identified problem	2	2	0
		PC19. Take corrective action for problems identified according to the company procedures	1	1	0
		PC20. Ensure that no delays are caused as a result of failure to take necessary action	1	1	0
	Problem Escalation	PC21. Escalate problem as per laid down escalation matrix	4	3	1
		PC22. Escalate the problem within stipulated time	4	3	1
		PC23. Escalate the problem in an appropriate manner	3	2	1
		PC24. Ensure that no delays are caused as a result of failure to escalate problems	3	2	1
			100	70	30