

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RUBBER INDUSTRY



### Contents

1. Introduction and Contacts.....	1
2. Qualifications Pack.....	2
3. OS Units.....	2

### 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

#### Contact Us:

PHD House (4th Floor),  
Opp. Asian Games  
Village,  
Siri Fort Institutional  
Area, New Delhi -  
110016

E-mail:  
info@rsdcindia.in



### Introduction

#### Qualifications Pack- Building Operator : Footwear

**SECTOR:** RUBBER INDUSTRY

**SUB-SECTOR:** Non-tyre

**OCCUPATION:** Building

**REFERENCE ID:** RSC/ Q 1205

**ALIGNED TO:** NCO-2004/NIL

**Brief Job Description:** A building operator for footwear is responsible to make the specified type of footwear ready from the processed rubber compound.

**Personal Attributes:** This job requires the individual to handle multiple tasks in the building operations. He must be able to work both independently and in coordination with other team members. He should be comfortable in performing labourious work and complete work as per the given timelines. He must be attentive and focused while undertaking the activities.

## Qualifications Pack For Building Operator: Footwear

Job Details	<b>Qualifications Pack Code</b>	<b>RSC/ Q 1205</b>		
	<b>Job Role</b>	<b>Building Operator : Footwear</b>		
	<b>Credits(NSQF)</b>	<b>4</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>02/12/14</b>
	<b>Sub-sector</b>	<b>Non- tyre</b>	<b>Last reviewed on</b>	<b>02/12/14</b>
	<b>Occupation</b>	<b>Building</b>	<b>Next review date</b>	<b>02/12/15</b>
	<b>NSQC Cleanance on</b>	<b>18/06/2015</b>		

<b>Job Role</b>	<b>Building Operator: Footwear</b>
<b>Role Description</b>	The building operator for footwear is responsible to make the specified type of footwear ready from the processed rubber compound.
<b>NSQF level</b>	4
<b>Minimum Educational Qualifications*</b>	Class X/ITI
<b>Maximum Educational Qualifications*</b>	ITI/Graduate in Science
<b>Training</b> (Suggested but not mandatory)	Training on mould operation
<b>Minimum Job Entry Age</b>	18 years
<b>Experience</b>	Worked as a semi-skilled helper for minimum 6 months in the same role.
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li><a href="#">RSC/ N 1213 (Prepare machine and rubber pieces in given specification)</a></li> <li><a href="#">RSC/ N 1214 ( Perform press operation to prepare footwear )</a></li> <li><a href="#">RSC/ N 1215 Perform post-building activities )</a></li> <li><a href="#">RSC/ N 5001 (To carry out housekeeping)</a></li> <li><a href="#">RSC/ N 5002 (To carry out reporting and documentation)</a></li> <li><a href="#">RSC/ N 5003 (To carry out quality checks)</a></li> <li><a href="#">RSC/ N 5004 ( To carry out problem identification and escalation )</a></li> </ol> <b>Optional:</b> NA
<b>Performance Criteria</b>	As described in the relevant OS units

*Qualifications Pack For Building Operator: Footwear*

Definitions

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 the machine and rubber pieces as per the given specifications.

**Prepare machine and rubber pieces in given specification**

National Occupational Standard

<b>Unit Code</b>	<b>RSC / N 1213</b>
<b>Unit Title (Task)</b>	<b>Prepare machine and rubber pieces in given specification</b>
<b>Description</b>	This unit is about preparing machine and rubber pieces in given specifications to undertake building operation for footwear.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Prepare machine</li> <li>• Collect all the components required for footwear preparation</li> <li>• Prepare rubber pieces in given specification</li> <li>• Ensure housekeeping and safety in footwear building area</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Equipment readiness</b>	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. Ensure that the machine, rubber skid and mould is clean.</p> <p>PC2. Keep weighing scale and all other tools ready in stand before starting the building process</p> <p>PC3. Follow equipment preparation process as per company requirements</p> <p>PC4. Set parameters for the machine (temperature and other parameters) as per the organizational SOP.</p> <p>PC5. Ensure that all safety devices on the machine are properly functioning before start of the work.</p> <p>PC6. Ensure that no delays are caused as a result of improper preparation and failure to identify problems.</p>
<b>Raw material appropriateness and readiness</b>	<p>PC7. Collect the required quantity of components.</p> <p>PC8. Ensure that all the components required are approved and released by laboratory.</p> <p>PC9. Get the Rubber roll properly placed on Rubber platform</p> <p>PC10. Cut the rubber sheet as per the given</p> <p>PC11. Keep cut rubber pieces bundle wise</p> <p>PC12. Mark batch no. with the help of crayon on top cut pieces</p> <p>PC13. Wind up the remaining uncut rubber strip back in roll carefully without any FM / dust</p>
<b>Health &amp; Safety</b>	<p>PC1. Ensure the use of certified equipments for lifting the components and prepared products</p> <p>PC2. Adhere to all safety norms (such as wearing protective gloves ,mask and safety shoes).</p>

**Prepare machine and rubber pieces in given specification**

	<p>PC3. Avoid spillage and in case of spillage occur , follow safety measures as laid down by safety department</p> <p>PC4. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Implications of poorly prepared equipment and power failures.</p> <p>KA2. Importance of identifying non-conforming materials and their storage.</p> <p>KA3. Risk and impact of not following defined procedures/work instructions.</p> <p>KA4. Escalation matrix for reporting identified problems</p> <p>KA5. Types of documentation in organization and importance of the same</p> <p>KA6. Records to be maintained and the implications of their non-maintenance.</p> <p>KA7. Importance of housekeeping activities.</p> <p>KA8. Health, safety and environment guidelines, legislation and regulations as applicable.</p> <p>KA9. Personal protection (which protective equipment to be used and how).</p> <p>KA10. Impact of poor practices on health, safety and environment.</p> <p>KA11. Potential hazards and actions to minimize them.</p> <p>KA12. The escalation matrix and procedures for reporting hazards.</p> <p>KA13. Importance of FIFO and good shop floor practices (for example, 5S).</p> <p>KA14. Impact of various practices on cost, quality, productivity, delivery and safety.</p> <p>KA15. Handover/Takeover of the equipment/work area as per the organizational SOP.</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Specifications and quality of rubber sheet</p> <p>KB2. Functioning of press.</p> <p>KB3. Awareness of effect of wrong dimension of the components</p> <p>KB4. Various abnormalities and suitable response for abnormalities in equipment performance.</p> <p>KB5. Implications of delays in the preparation process.</p> <p>KB6. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB7. Cleanliness and safety requirements for commencing building operation.</p> <p>KB8. Units of measurement.</p> <p>KB9. Response to emergencies, for example, power failures, fire, system failures, spillages and manual intervention to avoid disasters.</p> <p>KB10. Knowledge of appropriate batch sizes with respect to appropriate material.</p>
<p><b>Skills (S)</b></p>	

**Prepare machine and rubber pieces in given specification**

<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></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 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>
	<p><b>Reading and Understanding Skills</b></p>
	<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>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p>
	<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, any such Schemes initiated by the organization)</p>
	<p><b>Integrity</b></p>
	<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><b>Motivation</b></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 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>	

**Prepare machine and rubber pieces in given specification**

	SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<p><b>Reliability</b></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>B. Professional Skills</b>	<p><b>Material and Equipment Handling</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle press and other equipments used in building process.</p> <p>SB2. Handle the components used in footwear preparation.</p> <p>SB3. Handling of various types of material handling equipment</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><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Diagnose common problems in the machine based on visual inspection, sound, temperature etc</p> <p>SB6. Suggest improvements(if any) in process based on experience</p> <p>SB7. Identify issues w.r.t raw material and resolve at the earliest</p>



Prepare machine and rubber pieces in given specification

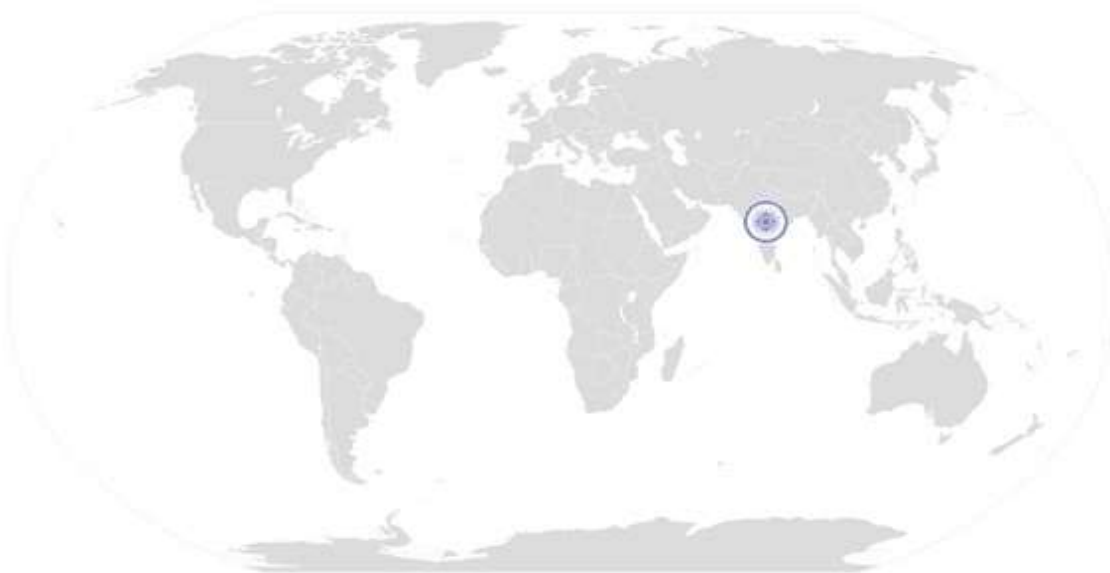
## NOS Version Control

<b>NOS Code</b>	RSC / N 1213		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	<b>02/12/14</b>
<b>Industry Sub-sector</b>	NonTyre	<b>Last reviewed on</b>	<b>02/12/14</b>
<b>Occupation</b>	Building	<b>Next review date</b>	<b>02/12/15</b>



[Back to QP](#)

# National Occupational Standard



---

## Overview

This unit about performing press operation to prepare footwear.

**Perform press operation to prepare footwear**

<b>Unit Code</b>	<b>RSC / N 1214</b>
<b>Unit Title (Task)</b>	<b>Perform press operation to prepare footwear</b>
<b>Description</b>	This unit is about performing press operation to prepare footwear.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure housekeeping and safety in footwear building area.</li> <li>• Operate press.</li> <li>• Place Rubber cut pieces uniformly in the mould</li> <li>• Monitor the time of placement for rubber pieces.</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Raw material appropriateness</b>	<p>To be competent, the user/individual on the job must be able to :</p> <p>PC1. Ensure that the dimension of each component is as specified in the instructions/ organizations SOP.</p>
<b>Operation</b>	<p>PC2. Check each component w.r.t the given specifications</p> <p>PC3. Set the temperature of press</p> <p>PC4. Open Mould with the help of screw driver and clean properly / remove any cured stuck rubber flushes at any part of the mould</p> <p>PC5. Inspect mould for any damage / cut happen anywhere in the mould cavity</p> <p>PC6. Place Rubber cut pieces uniformly in the mould – weight should be as per specification</p> <p>PC7. In case the number of cavity is more than one in that case put pieces very quickly</p>
<b>Health &amp; Safety</b>	<p>PC8. Precaution against putting Finger / Hand while cutting manually</p> <p>PC9. Disposal of poly used in separate bin</p> <p>PC10. Ensure the use of certified tools and equipments for lifting the components and products</p> <p>PC11. Handle the components using hand gloves and other safety equipment as directed by organizations safety department</p> <p>PC12. Adhere to all safety norms (such as wearing protective gloves and shoes, safety goggles etc)</p> <p>PC13. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p> <p>PC14. Follow the guidance of safety department to contain spillages which may affect</p>

	the health and safety of self or the environment in the dip mixer area
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company/ organization and its processes)	The user/individual on the job needs to know and understand: KA1. Building operation and its importance. KA2. Implications of poorly prepared material and power failures. 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 (eg. 3S & 5S) 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>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. Building operation of footwear KB2. Properties of rubber compound KB3. Effect of wrong dimension of the components KB4. Effect of improper processing on properties of rubber compound & product KB5. Cleanliness and safety requirements for building operation. KB6. Knowledge of implication of improper placement of rubber pieces in moulds KB7. Functioning of press KB8. Mould cleaning and its proper usage KB9. Effects of improper setting of temperature and other parameters KB10. The process and importance of quality checks. KB11. Types of defects leading to rejections and their indicators, reasons and possible solutions. KB12. Potential problems in the footwear building operations KB13. Units of measurement. KB14. Response to emergencies, for example, power failures, fire, system failures and manual intervention to avoid disasters.

**RSC / N 1214**
**Perform press operation to prepare footwear**

	KB15. Knowledge of appropriate batch sizes with respect to appropriate machinery. KB16. When and how to clean moulds and the disposal of the cleaning material and left over material .
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	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 , 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
	<b>Reading and Understanding Skills</b>
	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
	<b>Oral Communication (Listening and Speaking skills)</b>
	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)
	<b>Integrity</b>
	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
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment SA17. Take initiative to enhance/learn skills in ones's area of work

**RSC / N 1214**
**Perform press operation to prepare footwear**

	<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><b>Reliability</b></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>B. Professional Skills</b>	<p><b>Material and Equipment Handling</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle press and moulds</p> <p>SB2. Handle the components required for preparing footwear.</p> <p>SB1. Handling of various types of material handling equipment</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. Diagnose common problems in the machine based on visual inspection, sound, temperature etc</p> <p>SB3. Process speed adjustment with the number of mould cavity</p> <p>SB4. Suggest improvements(if any) in process based on experience</p>

Perform press operation to prepare footwear

**NOS Version Control**

<b>NOS Code</b>	RSC / N 1214		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	NonTyre	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Building	<b>Next review date</b>	02/12/15

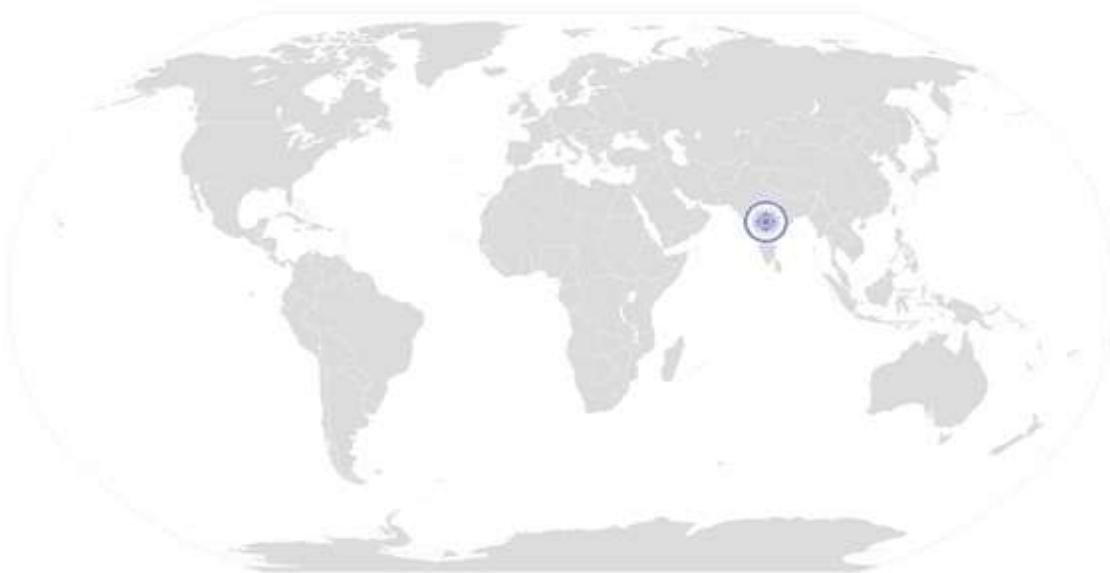


[Back to QP](#)

---

---

# National Occupational Standard



---

## Overview

This unit is about performing activities after the building operation for footwear is completed.

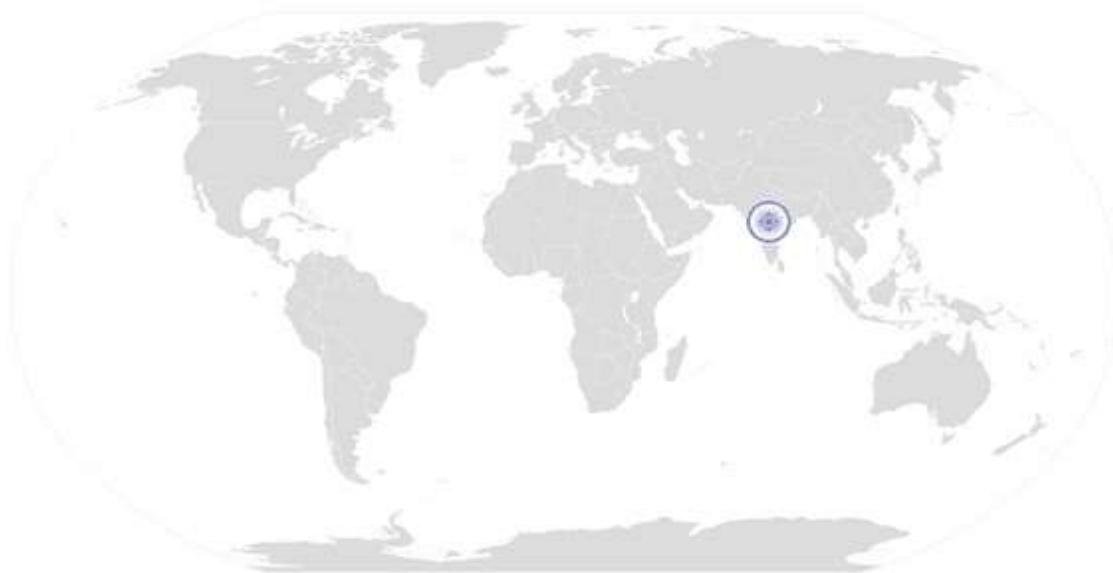


<b>Unit Code</b>	RSC / N 1215
<b>Unit Title (Task)</b>	<b>Perform post building activities</b>
<b>Description</b>	This unit is about performing activities carried out after the building operation for footwear is completed
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensuring housekeeping and safety in the footwear building area</li> <li>• Form appropriate batches of the product</li> <li>• Mark the batch for proper identification</li> <li>• Send sample to lab for testing</li> <li>• Handling of unused components</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Operation</b>	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. Ensure that the output quality is as per the specifications laid down by the technical .</p> <p>PC2. Ensure that the final product is free from any defect</p> <p>PC3. Maintain proper record of used component and output</p>
<b>Material disposal</b>	PC4. Dispose of waste material safely, as per organizational SOP.
<b>Batch Marking</b>	PC5. Ensure identification and traceability by batch marking/coding for the right product as per the instructions laid down by the company (in terms of batch number, weight, color and date stamp).
<b>Sampling</b>	PC6. Send sample of the prepared of footwear in the specified sample and method as directed by the company
<b>Health &amp; Safety</b>	<p>PC7. Handle the product using hand gloves and other safety equipment.</p> <p>PC8. Adhere to all safety norms (such as wearing protective gloves , shoes, safety goggles etc).</p> <p>PC9. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
<b>Knowledge and Understanding (K)</b>	

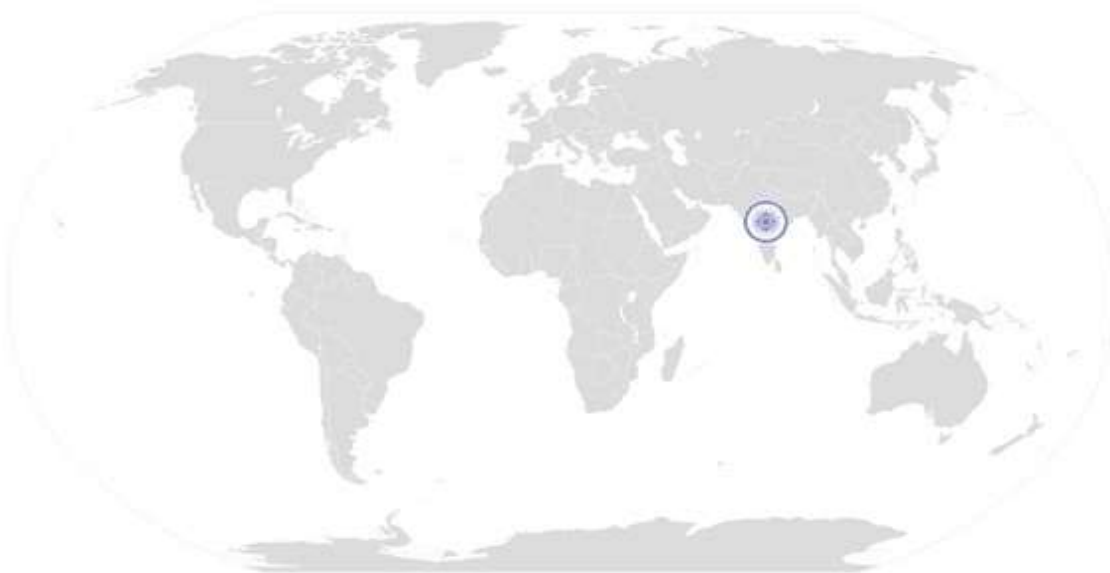
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Implications of poorly prepared product and power failures. KA2. Significance of batch marking. KA3. Importance of identifying nonconforming products and their storage. KA4. Risk and impact of not following defined procedures/work instructions. KA5. The escalation matrix and procedures for reporting identified problems. KA6. Types of documentation in the organization and their importance. KA7. Records to be maintained and the implications of their non-maintenance. KA8. Importance of housekeeping &amp; good shopfloor practices (eg. 3S &amp; 5S) KA9. Health, safety, and environment guidelines, legislations and regulations as applicable. KA10. Personal protection (which protective equipment to be used and how). KA11. Potential hazards and actions to minimize them. KA12. Impact of poor practices on health, safety and environment. KA13. The escalation matrix and procedures for reporting hazards. KA14. Handover/Takeover of the equipment/work area as per organizational SOP.</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Proper working procedure for moulds KB2. Process and importance of quality checks. KB3. Batch marking techniques. KB4. Implications of incorrect batch marking. KB5. Implications of inappropriate waste disposal. KB6. Types of defects leading to rejections and their indicators, reasons and possible solutions. KB7. Units of measurement. KB8. Coding systems for identification and traceability. KB9. Importance of proper record maintenance KB10. The usage of different types of fire extinguishers</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></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 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</p> <p><b>Reading and Understanding Skills</b></p>

	<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>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p>
	<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>
	<p><b>Integrity</b></p>
	<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><b>Motivation</b></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 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>
	<p><b>Reliability</b></p>
<b>B. Professional Skills</b>	<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>Material and Equipment Handling</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle press and other tools and equipment required in footwear building.</p>

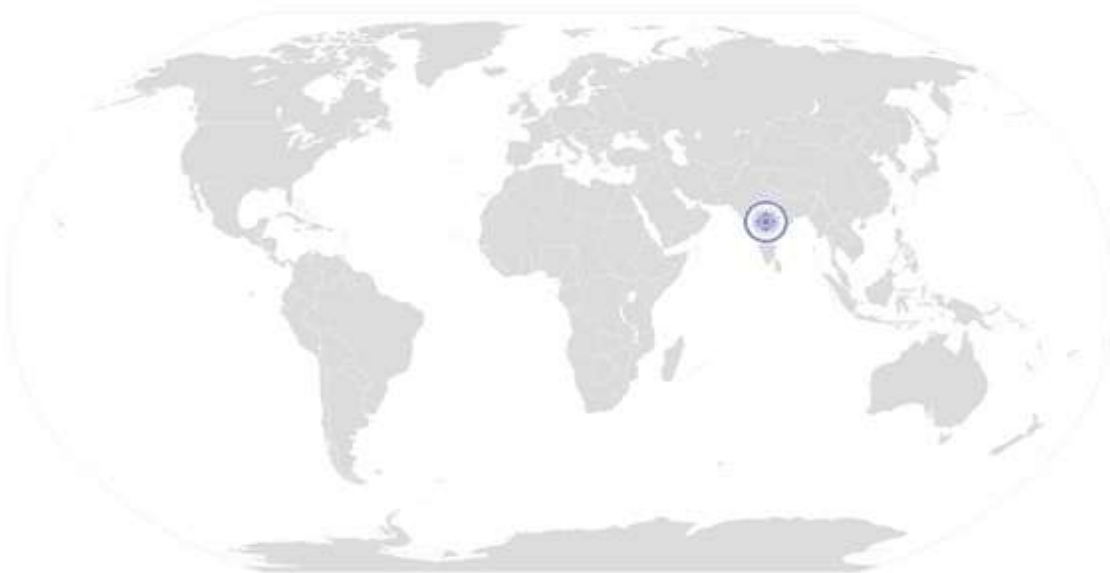
	SB2. Handle components used in footwear preparation . SB3. Handling of various types of material handling equipment like trolleys SB4. The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB5. Diagnose common problems in the machine and product based on visual inspection. SB6. Suggest improvements(if any) in process based on experience SB7. Suggestions for product modification/development



<b>NOS Code</b>	RSC / N 1215		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	NonTyre	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Building	<b>Next review date</b>	02/12/15



# National Occupational Standard



---

## Overview

This unit is about carrying out housekeeping

<b>Unit Code</b>	<b>RSC / N 5001</b>
<b>Unit Title (Task)</b>	<b>To carry out housekeeping</b>
<b>Description</b>	This unit is about carrying out housekeeping activities
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Preparing for housekeeping activities</li> <li>• Carry out housekeeping activities</li> <li>• Post housekeeping activities</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Pre housekeeping activities</b>	<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>
<b>Operations</b>	<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>
<b>Post housekeeping activities</b>	<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>

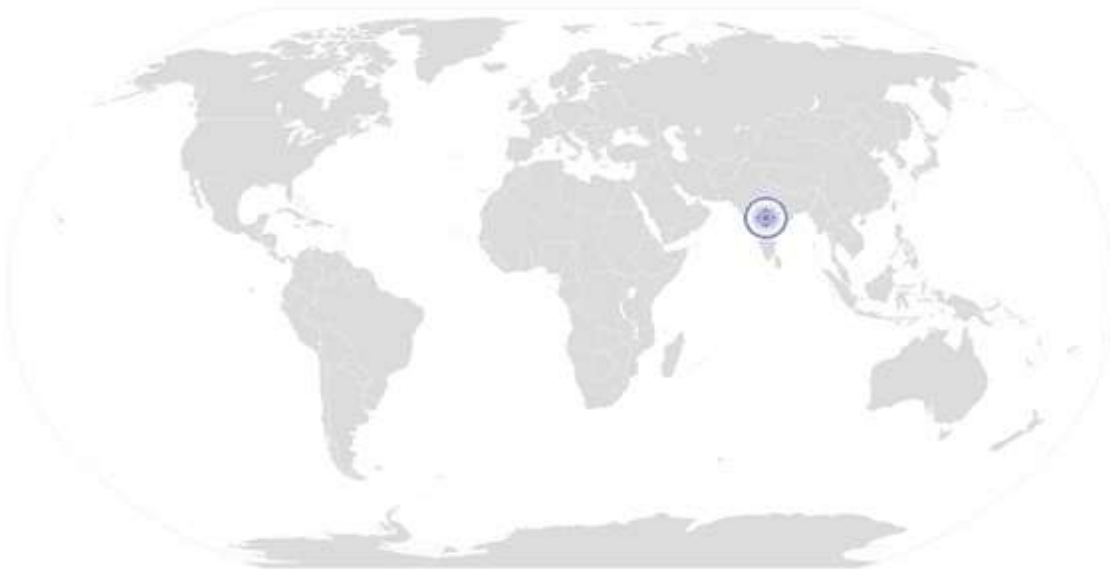
	<p>PC17. Maintain and store housekeeping equipment and supplies</p> <p>PC18. Follow workplace procedures to deal with any accidental damage caused during the cleaning process</p> <p>PC19. Ensure that, on completion of the work, the area is left clean and dry and meets requirements</p> <p>PC20. Return 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><b>General</b></p>	<p>PC23. Maintain schedules and records for housekeeping duty</p> <p>PC24. Replenish any necessary supplies or consumables</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>B. Technical Knowledge</b></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>



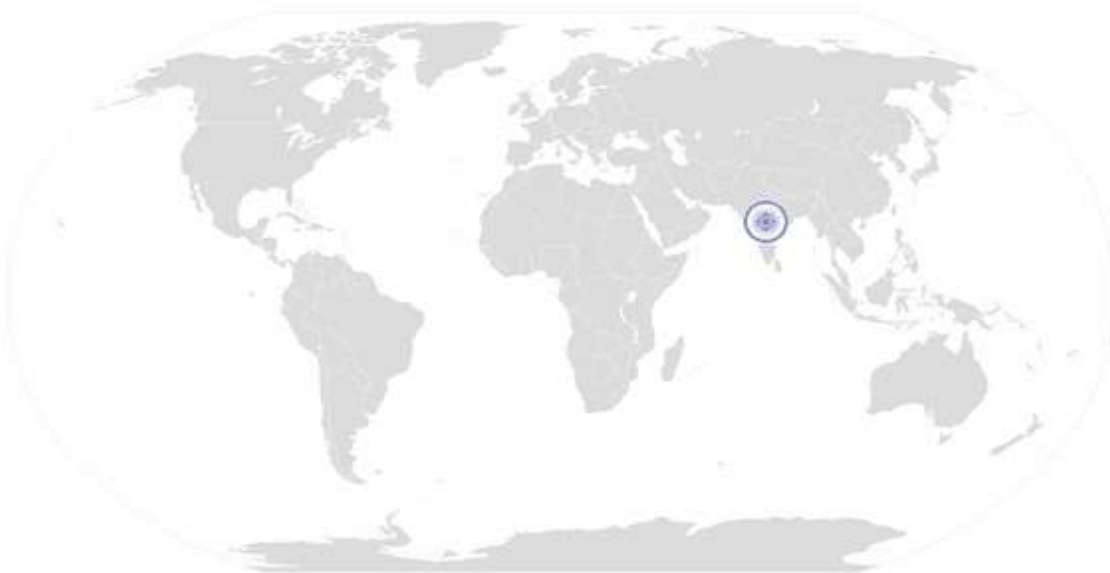
	KB18. Escalation procedures for soils or stains that could not be removed
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Construct simple sentences and express ideas clearly through written communication 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
	<b>Reading and Understanding Skills</b>
	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
	<b>Oral Communication (Listening and Speaking skills)</b>
	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)
	<b>Integrity</b>
	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
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment

### Carry Out Housekeeping Activities

	<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><b>Reliability</b></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>NOS Code</b>	<b>RSC / N 5001</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>04/06/14</b>
<b>Industry Sub-sector</b>	<b>Tyre and NonTyre</b>	<b>Last reviewed on</b>	<b>14/06/14</b>
<b>Occupation</b>	<b>Building</b>	<b>Next review date</b>	<b>14/06/15</b>



[Back to QP](#)

# National Occupational Standard



---

## Overview

This unit is about reporting and documentation

## To Carry Out Reporting And Documentation

<b>Unit Code</b>	RSC / N 5002
<b>Unit Title (Task)</b>	To carry out reporting and documentation
<b>Description</b>	This unit is about carrying out reporting and documentation
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Reporting of data/problem/incidents etc</li> <li>• Documentation</li> <li>• Information Security</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Reporting</b>	<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>
<b>Recording and Documentation</b>	<p>PC4. Identify documentation to be completed relating to one's role</p> <p>PC5. Record details accurately in an 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>
<b>Information Security</b>	<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>
<b>Knowledge and Understanding (K)</b>	
<b>B. Technical Knowledge</b>	<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>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<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>
	<b>Reading and Understanding Skills</b>
	<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>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<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>
<b>Integrity</b>	

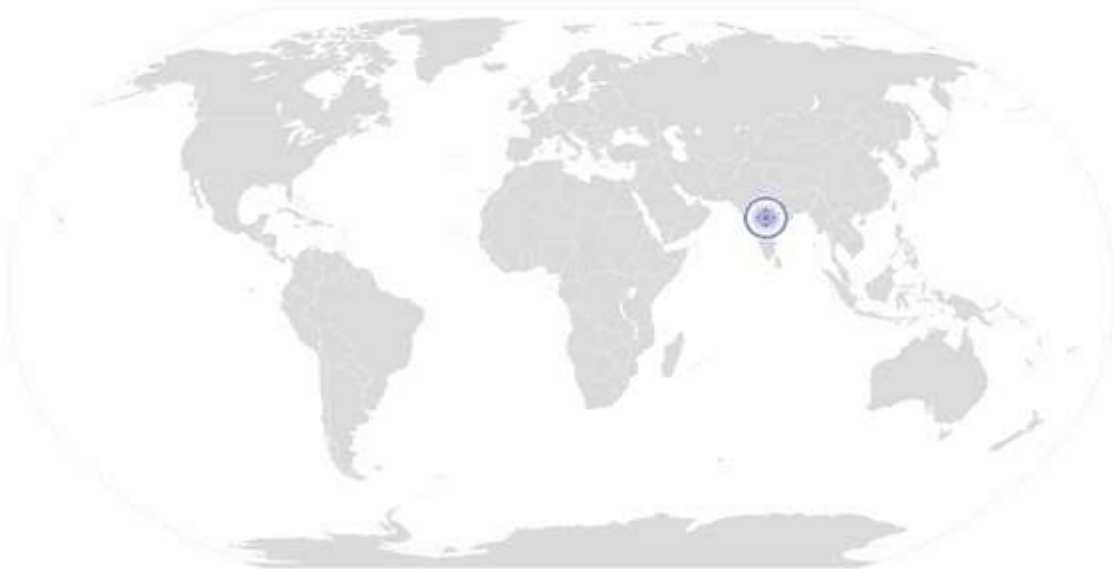
### To Carry Out Reporting And Documentation

	<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><b>Motivation</b></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><b>Reliability</b></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

To Carry Out Reporting And Documentation

<b>NOS Code</b>	RSC / N 5002		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	04/06/14
<b>Industry Sub-sector</b>	Tyre and NonTyre	<b>Last reviewed on</b>	14/06/14
<b>Occupation</b>	Building	<b>Next review date</b>	14/06/15

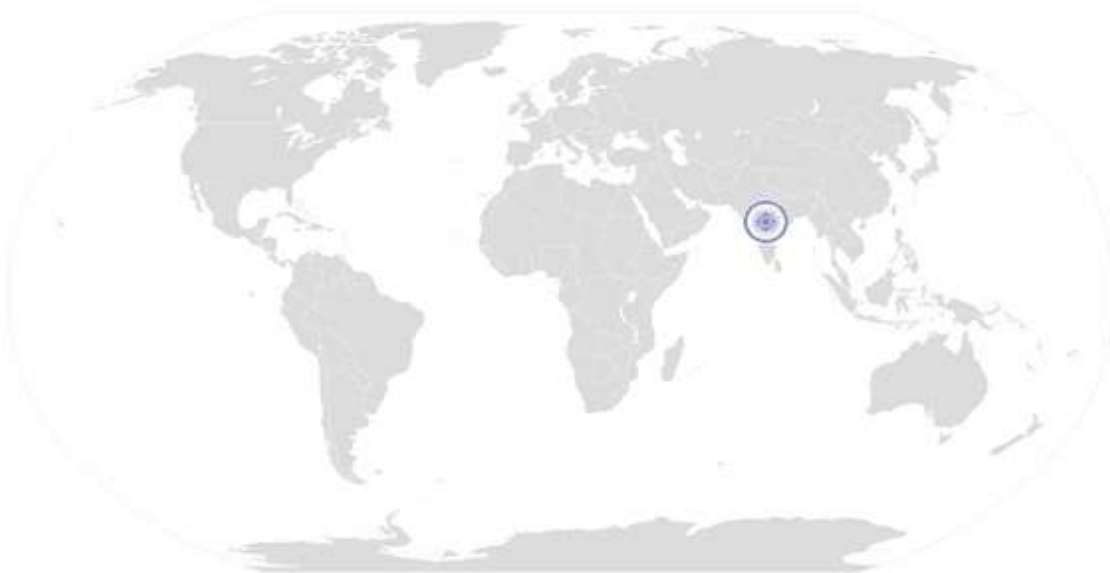


[Back to QP](#)



---

# National Occupational Standard



---

## Overview

This unit is about carrying out quality checks

<b>Unit Code</b>	<b>RSC / N 5003</b>
<b>Unit Title (Task)</b>	<b>To carry out quality checks</b>
<b>Description</b>	This unit is about carrying out quality control activities
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Carrying out quality checks to identify problems</li> <li>• Take corrective actions</li> <li>• Reporting the results</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Inspection</b>	<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>
<b>Analysis</b>	<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>
<b>Reporting</b>	<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>
<b>Knowledge and Understanding (K)</b>	
<b>B. Technical Knowledge</b>	<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</p>

	<p>achievement of the quality objectives,</p> <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>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<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>
	<b>Reading and Understanding Skills</b>
	<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>
	<b>Oral Communication (Listening and Speaking skills)</b>
<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>	

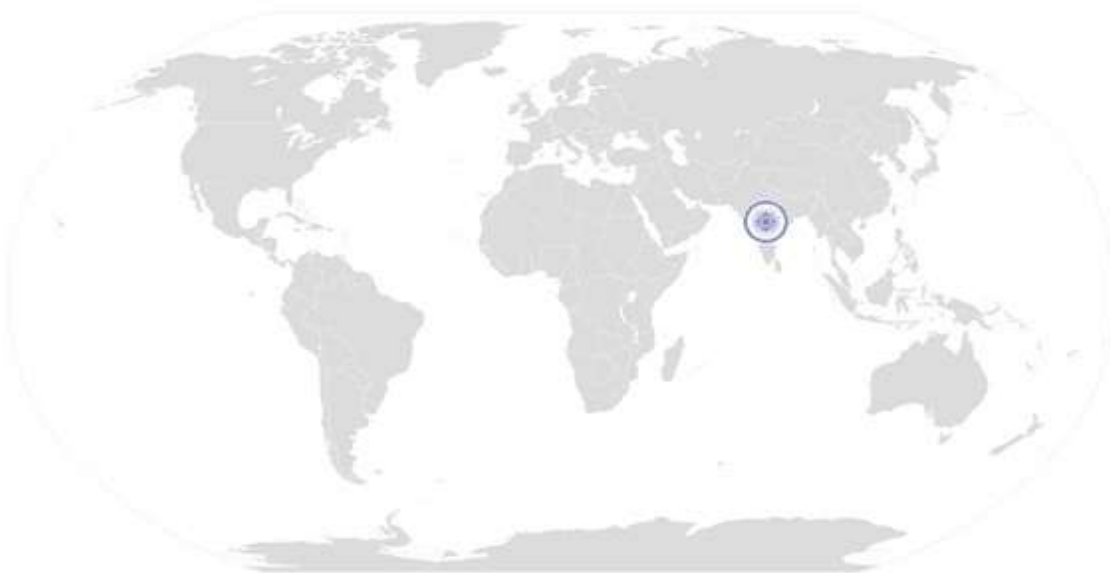
	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues , or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one’s own work assignment SA17. Take initiative to enhance/learn skills in ones’s area of work 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. SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
	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

<b>NOS Code</b>	RSC / N 5003		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	04/06/14
<b>Industry Sub-sector</b>	Tyre and NonTyre	<b>Last reviewed on</b>	14/06/14
<b>Occupation</b>	Building	<b>Next review date</b>	14/06/15

**NOS Version Control**



# National Occupational Standard



---

## Overview

This unit is about problem identification and escalation

<b>Unit Code</b>	<b>RSC / N 5004</b>
<b>Unit Title (Task)</b>	<b>To carry out problem identification and escalation</b>
<b>Description</b>	This unit is about problem identification and escalation
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Identify problems across:           <ul style="list-style-type: none"> <li>- Raw materials</li> <li>- Compounds</li> <li>- Product</li> <li>- Equipment</li> <li>- Others</li> </ul> </li> <li>• Identify solutions to problems</li> <li>• Take corrective action</li> <li>• Escalation of unresolved identified problems</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Problem Identification</b>	<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>
<b>Necessary Action</b>	<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>
<p><b>Problem Escalation</b></p>	<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>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>B. Technical Knowledge</b></p>	<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>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></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

	<b>Reading and Understanding Skills</b>
	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
	<b>Oral Communication (Listening and Speaking skills)</b>
	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)
	<b>Integrity</b>
	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
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment SA17. Take initiative to enhance/learn skills in one's area of work 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. SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
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**

<b>NOS Code</b>	RSC / N 5004		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	04/06/14
<b>Industry Sub-sector</b>	Tyre and NonTyre	<b>Last reviewed on</b>	14/06/14
<b>Occupation</b>	Building	<b>Next review date</b>	14/06/15



[Back to QP](#)

**CRITERIA FOR ASSESSMENT OF TRAINEES**

**Job Role**                      Building Operator : Footwear  
**Qualification Pack**        RSC/ Q 1205  
**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 1213 Prepare machine and rubber	Equipment readiness	PC1. Ensure that the machine, rubber skid and mould is clean.	1	0	1
		PC2. Keep weighing scale and all other tools ready in stand before starting the building process	1	0	1
		PC3. Follow equipment preparation process as per company requirements	14	8	6
		PC4. Set parameters for the machine (temperature and other parameters) as per the organizational SOP.	14	9	5

pieces in given specification		PC5. Ensure that all safety devices on the machine are properly functioning before start of the work.	13	9	4	
		PC6. Ensure that no delays are caused as a result of improper preparation and failure to identify problems.	3	3	0	
	Raw material appropriateness and readiness	PC7. Collect the required quantity of components.	4	2	2	
		PC8. Ensure that all the components required are approved and released by laboratory.	5	5	0	
		PC9. Get the Rubber roll properly placed on Rubber platform	3	0	3	
		PC10. Cut the rubber sheet as per the given	15	8	7	
		PC11. Keep cut rubber pieces bundle wise	2	0	2	
		PC12. Mark batch no. with the help of crayon on top cut pieces	2	0	2	
		PC13. Wind up the remaining uncut rubber strip back in roll carefully without any FM / dust	7	5	2	
	Health & Safety	PC14. Ensure the use of certified equipments for lifting the components and prepared products	3	3	0	
		PC15. Adhere to all safety norms (such as wearing protective gloves ,mask and safety shoes).	5	2	3	
		PC16. Avoid spillage and in case of spillage occur , follow safety measures as laid down by safety department	6	4	2	
		PC17. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	2	2	0	
				100	60	40
	RSC / N 1214 Perform press operation to prepare footwear	Raw material appropriateness	PC1. Ensure that the dimension of each component is as specified in the instructions/ organizations SOP.	12	4	8
		Operation	PC2. Check each component w.r.t the given specifications	10	4	6
			PC3. Set the temperature of press	4	0	4
PC4. Open Mould with the help of screw driver and clean properly / remove any cured stuck rubber flushes at any part of the mould			11	4	7	
PC5. Inspect mould for any damage / cut happen anywhere in the mould cavity			14	6	8	
PC6. Place Rubber cut pieces uniformly in the mould – weight should be as			11	4	7	

		per specification			
		PC7. In case the number of cavity is more than one in that case put pieces very quickly	4	0	4
	Health & Safety	PC8. Precaution against putting Finger / Hand while cutting manually	11	5	6
		PC9. Disposal of poly used in separate bin	7	3	4
		PC10. Ensure the use of certified tools and equipments for lifting the components and products	3	3	0
		PC11. Handle the components using hand gloves and other safety equipment as directed by organizations safety department	4	2	2
		PC12. Adhere to all safety norms (such as wearing protective gloves and shoes, safety goggles etc)	4	2	2
		PC13. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	2	0	2
		PC14. Follow the guidance of safety department to contain spillages which may affect the health and safety of self or the environment in the dip mixer area	3	3	0
			100	40	60
RSC / N 1215 Perform Post- Building Activities	Operation	PC1. Ensure that the output quality is as per the specifications laid down by the technical .	20	10	10
		PC2. Ensure that the final product is free from any defect	20	10	10
		PC3. Maintain proper record of used component and output	13	9	4
	Material disposal	PC4. Dispose of waste material safely, as per organizational SOP.	7	4	3
	Batch Marking	PC5. Ensure identification and traceability by batch marking/coding for the right product as per the instructions laid down by the company (in terms of batch number, weight, color and date stamp). Sampling	14	10	4
	Sampling	PC6. Send sample of the prepared of footwear in the specified sample and method as directed by the company	10	8	2
	Health & Safety	PC7. Handle the product using hand gloves and other safety equipment.	7	3	4
		PC8. Adhere to all safety norms (such as wearing protective gloves , shoes, safety goggles etc).	6	3	3
		PC9. Comply with health, safety, environment guidelines and regulations in	3	3	0

		accordance with international/national standards or the organizational standards.			
			100	60	40
RSC/N50 01 To Carry Out Houseke eping	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	0
		PC24. Replenish any necessary supplies or consumables	3	3	0
			100	70	30
RSC/N50 02 To Carry Out Reportin g 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
	Information Security	PC8. Make sure documents are available to all appropriate authorities to inspect	6	4	2
		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	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

Quality Checks	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 Identifica tion And Escalatio n	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	
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