

Revised by NSDA 25th May, 2015

QUALIFICATION FILE – CONTACT DETAILS OF SUBMITTING BODY

Name and address of submitting body:

Apparel, Made ups & Home furnishing Sector Skill Council

Apparel House 4th Floor

Sector 44, Institutional Area

Gurgaon

Name and contact details of individual dealing with the submission

Name: Ms Nidhi Trehan / Mr. Atul Madan

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

Address if different from above

Tel number(s) 9999684164 / 9971932299

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

List of documents submitted in support of the Qualifications File

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

5. QUALIFICATION FILE SUMMARY

Qualification Title	Fashion Designer		
Body/bodies which will assess candidates	Apparels, Made ups & Home Furnishings Sector Skill Council		
Body/bodies which will award the certificate for the qualification.	Apparels, Made ups & Home Furnishings Sector Skill Council		
Body which will accredit providers to offer the qualification.	Apparels, Made ups & Home Furnishings Sector Skill Council		
Occupation(s) to which the qualification gives access	DESIGNING		
Proposed level of the qualification in the NSQF.	5		
Anticipated volume of training/learning required to complete the qualification.	720 hours		
Entry requirements / recommendations.	12 th pass preferably		
Progression from the qualification.	Can also work as a sampling coordinator. (Progression as per horizontal mobility)		
Planned arrangements for RPL.	5 days (1-3 day – Capsule Training, 4 th – written test, 5 th day – practical)		
International Comparability	It is yet to be established		
Formal structure of the qualification			
Title of unit or other component (include any identification code used)	Mandatory/ Optional	Estimated size (learning hours)	Level
AMH/N1201 (Prepare to make a design collection)	Mandatory	160 Hrs	5
AMH/N1202 (Prepare prototype garments for the collection)	Mandatory	210 Hrs	5
AMH/N1203 (Evaluate the design development process)	Mandatory	210 Hrs	5
AMH/N1204 (Maintain work area, tools & machines)	Mandatory	70 Hrs	5
AMH/N1205 (Maintain health, safety and security at workplace)	Mandatory	70 Hrs	5

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

Give details of the document here:

SECTION 1

ASSESSMENT

Name of assessment body:

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

Apptex Manpower Development Services Ltd
Trendsetters Skill Assessment Pvt Ltd
METTL
Skill Mantra
Methods Apparel Consultancy India Pvt Ltd
PVR Skill Central Pvt Ltd
The Assessors Guild
Think Skills
Prima Competencies Pvt Ltd
Base Research
IQAG
Fashion Futures

Will the assessment body be responsible for RPL assessment?

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

The workers will be assessed by empaneled Assessing Bodies and skill gaps will be analyzed, Those who are not passing, for them based on skill gaps a short term training will be conducted for 1-5 days depending on the requirement, to bridge the gap. The workers will then be reassessed and after passing the assessment will be certified by AMHSSC.

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

1. Introduction

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

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

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

2. Key Components of the Assessment Process

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

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

(c) Collection of Evidence: Evidence collected may be direct, such as observation of workplace performance/hands on exercises or indirect, such as formal testing. The evidence gathered is to be valid, sufficient, current and authentic.

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

- (e) Methodology of Assessment: Can vary from assessor to assessor. However, the process is to broadly comprise of Knowledge & Skill assessments, with the later involving practical's/on work assessment.
- (f) Standards against which the students are to be assessed: National Occupational Standards pertaining to the concerned job role.

3. Planning Assessments

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

- (a) Clear understanding Knowledge & Skills as defined in National Occupational Standards
- (b) Selecting right assessment method. This is a key activity and would involve the following –
 - (i) Identify unit(s) of competency to cluster for assessment.
 - (ii) Develop competency profile.
 - (iii) Identify evidence requirements.
 - (iv) Review and select assessment methods.
 - (v) Select assessment tools and record evidence matrix.
 - (vi) Develop assessment plan.

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

- (a) The assessing body shall have "question banks" for random selection of questions to evaluate knowledge levels for specific job roles. Process for regular maintenance and update the question bank should be defined.
- (b) The assessing body shall have an appropriate mechanism to ensure that the assessors prepare results within stipulated time and send these to the assessing body.
- (c) The assessing bodies shall have a mechanism to consolidate results and enter the result in web based software and communicate to concerned agencies.

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

AMSSC decision will be final and binding in this regard.

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

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

- (a) what will be assessed, i.e., Performance criteria, Knowledge and Skills as defined in NOS
- (b) how assessment will occur, i.e. the methods that will be used
- (c) when the assessment will occur
- (d) where the assessment will take place, i.e. the context of the assessment;
- (e) the criteria for decision making, i.e. those aspects that will guide judgements; and

4. Empanelling of Assessors for AMSSC

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

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

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

- (a) Familiarity with assessment schemes.
- (b) Thorough knowledge of the relevant assessment/ examination methods and examination documents.
- (c) fluent in communication in the language of examination, and
- (d) free from any interest so that they can make impartial and non-discriminatory judgment / assessment.

4.4 On successful evaluation, assessors will be affiliated with AMSSC for specific job roles/NVQF level. Each assessor will be awarded a unique identity number.

5. Conduct of Assessments

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

- 5.2 Assessments are to be based on the criteria defined by AMSSC.
- 5.3 The theoretical assessments, if manual, are to follow different question paper for each candidate
- 5.4 Skill assessments are to be based on practical, hands-on work by candidates. For soft skills, role plays, structured activities, on-field assessments etc. are to be considered.
- 5.5 For candidates who are not literate, assessment should be done based on observation of practical skills.
- 5.5 Evidence gathering and recording of evidence is to be ensured.
- 5.6 The entire assessment process is to be video-graphed.

6. Assessment Records & Results

- 6.1 Record of all candidates having enrolled and gone through the training process is to be separately maintained by the assessing body.
- 6.2 Documentation, which needs to be maintained for each specific assessment include the following –
 - (a) Reference to relevant QP/NOS
 - (b) Competency profile for the job role
 - (c) Assessment tools, equipment, checklist
 - (d) Assessment plan & details of Assessor
 - (e) Record of evidence presented and assessed
 - (f) Records and reporting of assessment decision
 - (g) Appeals information
 - (h) Assessments filled by Assessor for trainees

The Process

1. Skill Assessment Examination Pattern

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

Section A – Theory

25 Objective type questions of 1 Marks each. Total 25 Marks. [Time duration – 45 min]

The objective type theory questions shall be drawn in prescribed format from the available question bank by AMSSC, Govt. of India or in case of unavailability of the same the expert assessors will make the question paper. For this work a team of educationalist (Teachers / Diploma / Degree holders / Professors / Ph.D) of the same field are contacted and they prepare the question bank.

Section B – Practical Exam and Viva Voce

5 practical questions, the candidate has to perform any 3, each practical is of 20 marks. Total 60 marks. [Time duration – 2 hrs for all given 3 practical tasks]

The marks will be distributed as per following –

Theory	Viva Voce	Practical Marks (60)			Total Marks
		Written & Practical	Quality & Safety	Attitude	
25	15	50	5	5	100

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

The practical questions shall be drawn from the prescribed question bank by AMSSC, Govt. of India or

in case of unavailability of the same the expert assessors will make the questions for the same.

2. Minimum passing marks for candidates

As per MES guidelines the minimum passing marks in each

Theory – 40%

Practical – 60%

In order to get certified the candidate has to secure minimum passing marks in theory and practical paper separately. Passing marks minimum 50% average.

3. The essential Documentation and procedures

a. Pre Exam

- Contacting VTPs for scheduling of the exam dates for generation of ABN nos.
- Allocation of Assessor for the particular ABN(s)
- Setting of theory and practical paper based on NOS curriculum & drawn from question banks provided by AMSSC, Govt. of India and in absence of the same will be set by the expert assessor's panel.
- Preparation of customised exam related documents, generation of attendance sheets & results sheets with other allied documents. Sealing of paper set envelopes (theory & practical) of various trades along with other necessary documents by the confidential section of the assessing agency.

b. During Examination

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

c. Post Exam

- Valuation of theory papers/practical papers by the assessors: The theory paper and practical will be evaluated by the allocated authorised assessors on the same day and the marks will be entered in the prescribed format. (Annex – 1)
- Preparation of results in prescribed format. (Annex – 1)
- Verification of results by Assessing body

4. Results

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

Documentation required in the process of assessment

Accountability statement

Candidate Attendance Sheet

Declaration form to be filled by candidates

Exam Result Sheets

Practical Exam Sheets

Feedback Sheets (optional) for students & VTP

Assessor Empanelment Format

Observation Checklists

Tests (Written papers/records)

Evidence Record Sheets

Result Submission format

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

Give details of the document(s) here:

ASSESSMENT EVIDENCE

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

CRITERIA FOR ASSESSMENT OF TRAINEES

Fashion Designer

AMH/Q1201

AMHSSC

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions 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 50% 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

Assessable Outcomes	Assessment Criteria	Total Marks	Out of	Marks Allocation		
				Theory	Skills Practical	Viva
1. AMH/N1201 (Prepare to make a design collection)	PC1. Research on fashion trends and identify the emerging theme	80	9	4	2	3
	PC2. Product range and previous designs developed by the business are reviewed to assess relevance to current design.		8	2	4	2
	PC3. Business processes and client goals are identified.		10	4	2	4
	PC4. Research is conducted on target market, materials, designs, processes and marketing materials according to the needs of the design		10	3	4	3
	PC5. Quality standards for designs are identified.		8	3	3	2
	PC6. Design themes and style requirements of design are determined		10	3	5	2
	PC7. Budget, cost points and timing constraints are identified.		8	4	2	2
	PC8. Requirements for use of fabrics, materials, suppliers and production processes are determined.		7	2	4	1
	PC9. Client Requirements are confirmed with the client		10	3	4	3
	Total		80	28	30	22

2. AMH/N1202 Prepare prototype garments for the collection	PC1. Create tech pack which clearly conveys all guidelines for development of the sample	110	10	3	5	2
	PC2. Appropriate personnel are consulted with to confirm feasibility and appropriateness of tech pack		10	2	5	3
	PC3. Sketches, drawings and samples are used to illustrate design requirements, as appropriate		10	2	5	3
	PC4. Given tech packs on the range to be finalised		10	3	5	2
	PC5. Required involvement of sampling merchandiser, patternmaker, tailor are identified, finalised and briefed about the collection		10	2	5	3
	PC6. Monitoring procedures and checking points are determined.		8	2	3	3
	PC7. Design development personnel selected are briefed and time constraints met		12	4	5	3
	PC8. Construct the prototype and given to concerned dept for better understanding on the product, if required		10	3	5	2
	PC9. Development of sample is monitored to ensure budget and time constraints are met		10	2	6	2
	PC10. Problems or inconsistencies in sample are identified and addressed.		10	3	4	3
	PC11. Evaluate the prototype sample received.		10	2	6	2
	Total	110	28	54	28	
3. AMH/N1203 Evaluate design development processes	PC1. Analyse the prototype sample along with the design team	120	12	4	5	3
	PC2. Coordinate along with design team to check sample against the tech pack given to the sampling merchandiser, the look and feel and fit of the sample		15	4	7	4
	PC3. Identify the prototype for the feasibility of the garment in terms of sourcing of the fabric and the trims available for the span of production		12	3	6	3
	PC4. Identify various product testing to proceed with prototype		15	4	7	4
	PC5. Incorporate modification of the sample until approved for final production		18	5	9	4
	PC6. Get approval on the prototype/final tech pack, agreement finalized with the client		18	6	8	4
	PC7. Document Design brief, development processes and outcomes		15	4	7	4
	PC8. Complete Documentation processes, including filing and storing		15	4	7	4
	Total	120	34	56	30	
4. AMH/N1204 Maintain work area, tools and machines	PC1. Handle materials, drawing and pattern drafting tools, equipment and then system for computer designing with care	40	3	1	1	1

	PC2. Use correct handling procedures.		3	1	1	1
	PC3. Use materials to minimize waste		3	1	1	1
	PC4. Use of measuring devices effectively		3	1	1	1
	PC5. Maintain tools and equipment		2	0.5	1	0.5
	PC6. Carry out running maintenance within agreed schedules		3	1	1	1
	PC7. Carry out maintenance and/or cleaning within one's responsibility		3	1	1	1
	PC8. Report unsafe equipment and other dangerous occurrences		3	0.5	1	1.5
	PC9. Work in a comfortable position with the correct posture		2	0.5	1	0.5
	PC10. Use cleaning equipment and methods appropriate for the work to be carried out		3	1	1	1
	PC11. Dispose of waste safely in the designated location		2	0.5	1	0.5
	PC12. Carry out cleaning according to schedules and limits of responsibility		3	1	1	1
	PC13. Request for up gradation of system or software's when required for effective working		3	1	1	1
	PC14. Always a backup file to be maintained when working on various design software's		2	0.5	1	0.5
	PC15. All soft copies of design work to be maintained in files as well for future reference		2	0.5	1	0.5
	Total		40	12	15	13
5. AMH/N1205 Maintain health, safety and security at workplace	PC1. Comply with health and safety related instructions applicable to the workplace	50	3	1	1	1
	PC2. Use and maintain personal protective equipment as per protocol		3	1	1	1
	PC3. Carryout own activities in line with approved guidelines and procedures		3	1	1	1
	PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants		3	1	1	1
	PC5. Follow environment management system related procedures		3	1	1	1
	PC6. Identify and correct(if possible) malfunctions in machinery and equipment		3	1	1	1
	PC7. Report any service malfunctions that cannot be rectified		3	1	1	1
	PC8. Store materials and equipment in line with manufacturer's and organizational requirements		3	1	1	1
	PC9. Safely handle and move waste and debris		3	1	1	1
	PC10. Minimize health and safety risks to self and others due to own actions		2	0.5	1	0.5
	PC11. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks		3	0.5	2	0.5
	PC12. Monitor the workplace and work processes for potential risks and threats		3	1	1	1
	PC13. Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned		3	0.5	1.5	1

	PC14. Report hazards and potential risks/ threats to supervisors or other authorized personnel		3	1	1	1
	PC15. Participate in mock drills/ evacuation procedures organized at the workplace		3	1	1.5	0.5
	PC16. Undertake first aid, fire-fighting and emergency response training, if asked to do so		2	0.5	1	0.5
	PC17. Take action based on instructions in the event of fire, emergencies or accidents		2	0.5	1	0.5
	PC18. Follow organisation procedures for shutdown and evacuation when required		2	0.5	1	0.5
	Total		50	15	20	15
	Grand Total		400	117	175	108

SECTION 2

EVIDENCE OF NEED

What evidence is there that the qualification is needed?

While collecting data from the companies for the occupational map, we also took feedback from industry, which was collected with respect to roles for which qualification packs development, was to be prioritized. This was largely based on volume of people required, quantitative and qualitative shortfall which the Industry feels they face. Governing council of AMHSSC gave final approval and endorsement for the same.

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

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

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

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

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

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

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

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

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

Give details of the document(s) here:

SECTION 3

SUMMARY EVIDENCE OF LEVEL

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

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

FASHION DESIGNER					
AMH/Q1201					
Process required	Professional Knowledge	Professional Skills	Core Skills	Responsibility	Level
<p>The skill of a Fashion Designer requires him to do research and be aware of the fashion, market trends, styles, design theme, colors, fabrics, trims, size-charts etc and their availability and cost factors. He must have strong visualization skills in order to come up with a concept. Manually or using computer softwares like Adobe Photoshop, Corel Draw etc. He is required to sketch, draw, the designs, get the patterns developed and samples like pants, kidswear (eg" prototype) stitched from the tailor according to the instructions in the techpack and the specifications given by the buyer. He should have the skill of constructing a garment, carry out</p>	<p>A Fashion Designer should be able to create/visualise an idea and produce a design by hand or using computer softwares like Corel Draw etc keeping up to date with emerging fashion trends as well as general trends relating to fabrics, trims accessories and their sourcing, colours and shapes. He should also be aware of the Fashion Seasons, fashion forecast, international size-charts, techpack, to create a mood board and color board based on the theme, develop an entire range according to the business plan and as per the theme board. He should have a complete knowledge of</p>	<p>A Fashion Designer plans processes and encourages, interchanges ideas/designs. He clarifies on the design to be developed with the team members, assess/evaluates design processes. He should be able to communicate effectively within the workplace, analyze the market trends and targets for the season, pass on relevant information to others and provide opinions on work in a detailed and constructive way. He clarifies and checks task related information by applying good attention to detail. He works independently in a team environment. He refers anomalies to the design head, seeks clarification on problems from others. He analyzes the design and techpack making process. He provides opinions on work in a detailed and constructive way to</p>	<p>A Fashion Designer should be able to communicate with others in the company and to clients in writing and follow guidelines/procedures /rules and service level agreements. He should be able to read and understand the buyer/client's requirements; accurately and effectively communicates them orally or in a written form. He plans and manages his routine work based on company procedure. He responds to emergencies, accidents or fire at the workplace and evacuates the premises and help others in need while doing so. He values physical fitness, personal hygiene and good habits</p>	<p>The responsibility of a Fashion Designer is to develop fashion design briefs and manage the development of design concepts for commercial production. For this he conducts market research and analysis trend for the particular season and identifies a theme for the collection; then creates a mood board and color board based on the theme, and develops an entire range according to the business plan and as per the theme board. He gets the range finalized with the team and ceates the tech. He is responsible for creating prototype design based on the techpack, evaluation, costing of the sample made and documentation of the same. He is responsible for his work and learning and has some responsibility of other's work and learning.</p>	Level 5

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

Summary of other evidence (if used):

SECTION 4

EVIDENCE OF RECOGNITION OR PROGRESSION

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

The extent to which a labour is trained and educated effects its mobility. To ensure horizontal and vertical mobility the Qualifications pack have been tailored in a manner that it states all the required skills for a particular job role and ensures increase in developmental level when skills are practiced over time. With experience a fashion designer can also work as a sampling coordinator at the same level.

(Progression as per horizontal mobility)

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

Give details of the document(s) here: