

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Name and address of submitting body:

Furniture & Fittings Skill Council,
407-408, 4th Floor, Sikanderpur, DLF City Court, MG Rd,
Gurgaon, Haryana-122002

Name and contact details of individual dealing with the submission

Name: Mr. Gurpal Singh

Position in the organisation: Chief Executive Officer

Address if different from above: Address same as above

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List of documents submitted in support of the Qualifications File

1. Career Map of Interior Designer - Annexure 1
2. Qualification Pack of Interior Designer - Annexure 2
3. List of QP/NOS validating companies – Annexure 3
4. Sector Study- Annexure 4
5. Model Curriculum

Model Curriculum to be added which will include the following:

- **Indicative list of tools/equipment to conduct the training**
- **Trainers qualification**
- **Lesson Plan**
- **Distribution of training duration into theory/practical/OJT component**

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

SUMMARY

1	Qualification Title	Interior Designer
2	Qualification Code, if any	FFS/Q9102
3	NCO code and occupation	NCO-2015/3432.0100
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term)	<ul style="list-style-type: none"> - Nature of the qualification - a Qualification Pack (QP) - short term training <p>The main purpose of the qualification</p> <ul style="list-style-type: none"> - Interior Designer is responsible for planning via assessing needs and location survey, designing using drawing tools , and furnishing interiors of residential, commercial or industrial buildings by utilizing spaces in effective manner and enhancing the living environment
5	Body/bodies which will award the qualification	Furniture & Fittings Skill Council (FFSC)
6	Body which will accredit providers to offer courses leading to the qualification	Furniture & Fittings Skill Council (FFSC)
7	Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)	Yes
8	Occupation(s) to which the qualification gives access	Interior Designer
9	Job description of the occupation	Interior Designer is responsible for planning, designing, and furnishing interiors of residential, commercial or industrial buildings by utilizing spaces in effective manner. It would involve using tools of drawing along with creativity and research in accordance to client needs for enhancing the living environment.
10	Licensing requirements	NA
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)	NA
12	Level of the qualification in the NSQF	Level 4
13	Anticipated volume of training/learning required to complete the qualification	550 hours
14	Indicative list of training tools required to deliver this qualification	Design Software, Drafting instruments and Table, Workshop tools, Survey tools

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

		Tools: Foot rule, callipers, right angle device, measuring instrument, Drilling Machine, Colour Pencils Carpentry tools, Safety equipment		
		White Board, Marker Pens, Computer		
15	Entry requirements and/or recommendations and minimum age	Class XII 0-1 years relevant experience (0-1 year for schools)		
16	Progression from the qualification (Please show Professional and academic progression)	Supervisor Interior Designer (Level 5)		
17	Arrangements for the Recognition of Prior learning (RPL)	RPL arrangements and policies are in line with the guidelines of Pradhan Mantri Kaushal Vikas Yojana II, Ministry of Skill Development & Entrepreneurship		
18	International comparability where known (research evidence to be provided)	This qualification has been compared with courses being offered by other skilling council and no matching course has been found		
19	Date of planned review of the qualification.	12 th July 2020		
20	Formal structure of the qualification			
	Mandatory components			
	Title of component and identification code/NOSs/Learning outcomes	Estimated size (learning hours)	Level	
	FFS/N9101 Assist in assessing client needs and surveying the location	90	4	
	FFS/N9111 Design drawings for the location/space	84	4	
	FFS/N9103 Assist in onsite installation of furniture and other material	70	4	
	FFS/N9104 Assess client needs and survey the location	64	4	
	FFS/N9102 Design Drawings for the location/space	90	4	
	FFS/N9105 Procurement and on site installation of furniture and other materials	120	4	

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

	FFS/N8804 Maintain health and safety at client site/ workplace	16	4
	FFS/N8805 Carry out work effectively	16	4
	Sub Total (A)	550	
	Optional components		
	Title of component and identification code/NOSs/ Learning outcomes	Estimated size (learning hours)	Level
	Sub Total (B)		

Total (A+B)	550	Level 4
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SECTION 1
ASSESSMENT

<p>21</p>	<p>Body/Bodies which will carry out assessment: The affiliated Assessment Bodies of Furniture & Fittings Skill Council will do the assessment. The assessment bodies include CII, Aspiring Minds, Navriti Technologies, Co Cubes, Mettl, I assess, India Skills</p>
<p>22</p>	<p>How will RPL assessment be managed and who will carry it out? The skill gap study shows that there are candidates who have prior learning experience in the Furniture & Fittings Sector and are desirous of being certified. Such candidates can apply to FFSC for assessment and certification of their skills. The Training partner will identify and mobilize the candidates. Documentation for such candidates will be done by the Training Provider / TC. After the 2 days of orientation on the third day the assessment will be conducted. Certificates of successful candidates will be dispatched to the TP / TC for distribution to the candidates.</p>
<p>23</p>	<p>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</p> <p>Assessment will be based on the concept of Independent Assessors empaneled with Assessment Agencies, identified, selected, trained and certified on Assessment techniques. These assessors would be aligned to assess as per the laid down criteria. Only the TOA certified Assessor is eligible to conduct the assessment.</p> <p>Assessment Agency would conduct assessment only at the training centers of Training Partner or designated testing centers authorized by FFSC.</p> <p>Ideally, the assessment will be a continuous process comprising of:</p> <p>A. Mid- term assessment B. Term / Final Assessment</p> <p>Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Therein each Performance Criteria in the NOS will be assigned marks for theory and / or practical based on relative importance and criticality of function.</p> <p>This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets / question bank so created by the Assessment Agency will be validated by the industry subject matter experts through FFSC, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.</p> <p>The following tools are proposed to be used for final assessment:</p> <p>i. <i>Written Test:</i> This will comprise of Multiple Choice Questions. Online system for this will</p>

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

	<p>be preferred.</p> <p>ii. <i>Practical Test</i>: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments.</p> <p>Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc. The end product will be measured against the pre-decided MCQ filled by the Assessor to gauge the level of his skill achievements.</p> <p>iii. <i>Structured Interview</i>: This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand.</p>
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Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – ie Learning Outcomes to be assessed, assessment criteria and the means of assessment.

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

24. Assessment evidences

Title of Component: Interior Designer

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Interior Designer

Qualification Pack: FFS/Q9102

Sector Skill Council: Furniture & Fittings Skill 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. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
6. To pass the Qualification Pack, every trainee should score a minimum of 70% in aggregate
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS		Marks Allocation			
Total Marks: 500					
Assessment outcomes	Assessment criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
		1. FFS/N9101 (Assist in assessing client needs and surveying the location)	C1. analyze client requirement in terms of residential or commercial design	100	12
	C2. support in understanding client needs /requirements from lead/supervisor in terms of quality, style, material preference etc.		12	5	7

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

	PC3. understand the requirements in terms of budget/costing and the deliverable timeline		12	5	7
	PC1. correlate customer requirements with latest market trends and discuss with team		12	5	7
	PC2. undertake all required documentation		10	4	6
	PC3. arrange for the necessary logistics to travel to the site		10	4	6
	PC4. assist in conducting physical survey and undertake documentation of aspects like dimensions of work area in terms of columns, walls, beams, space, etc.		12	5	7
	PC5. understand the current natural lighting/openings/ventilation within the work area		10	4	6
	PC6. assist in evaluating the site and analysing as per market requirements like compliance to vastu / feng shui		10	3	7
	PC7.		100	40	60
			100	40	60
2. FFS/N9111 (Assist in design drawings for the location/space)	PC1. Follow instructions and take notes to support the lead/supervisor in listing out the possible adherence needed with respect to design solution. For example in terms of customer style/theme, symmetry and layout, practicality, space planning, color coordination etc.	100	33	14	19
	PC2. Assist in preparing the possible drawings/ models and the probable options of colour palette, furniture, lighting, flooring, wall covering etc. For instance through sketches or use of computer aided design software	Total	33	13	21

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

	PC1. PC3. assist the lead in presenting the possible alternatives to the supervisors/seniors and take note of inputs/feedback received during discussion		33	13	20
	PC2.		100	40	60
	PC3. make models by use of computer aided design (CAD) software and determine color palette, furniture, lighting, flooring, wall covering etc.		20	8	12
	PC4. present the possible alternatives with the seniors and discuss , analyze on the possible alternatives , take note of of inputs/feedback received during discussion and incorporate suggestions received		15	6	9
	PC5. take requisite approval from seniors as go ahead on the design drawing finalized		15	6	9
			100	40	60
3. FFS/N9103 (Assit in onsite installation of furniture and other materials)	PC1. Assist technicians/ helpers at the onsite workshop for setup and arrangement of furniture fixtures and other related items as per drawings finalized		18	6	12
	PC2. coordinate work between various subcontracted firms members to have work completed within timelines		18	7	11
	SB1. assist in managing inventory and report on any material shortage		17	6	11
	SB2. escalate to lead /seniors in case of any major concerns faced		17	6	11
	SB3. assist in documentation and record keeping of all records related to work completion forms		15	9	6
	SB4. ensure waste disposal in accordance with safe working practices and procedures		15	6	9
	PC1.		100	40	60

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

	PC2. support and ensure completion of work by technicians/helpers post receiving of the materials		10	3	7
	PC3. help in resolving/trouble shooting issues faced and consult supervisor if needed		10	4	6
	PC4. support in managing inventory and report on any material shortage or defects		8	3	4
	PC5. undertake all required documentation and record keeping related to project furniture installation and completion		10	5	6
	PC6. confirm that waste disposal is done in accordance with safe working practices and procedures		8	2	6
			100	40	60
4. FFS/N8804 (Maintain health and safety at client site/workplace)	PC3. follow health and safety related instructions applicable to the work location at all times	100	5	1	4
	PC4. carry out own activities in line with approved guidelines and procedures		6	2	4
	PC5. follow relevant instructions relating to safe and correct use of equipment and relevant occupational safety policies while handling sharp tools to make and install furniture and fittings		6	2	4
	PC6. ensure to safely handle and dispose of waste and debris		7	2	5
	PC7. undertake basic safety checks before start of work and monitor the workplace and work processes for potential risks and threats		7	2	5
	PC8. identify and report/seek clarification if any, for any potential risks/ threats to supervisors or other authorized personnel		6	2	4
	PC9. use safety equipment and personal protection equipment as needed, e.g. gloves , goggles ,mask and shoes correctly in accordance with		7	2	5

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

	work policy			
	PC10. follow recommended material handling procedure to control damage and personal injury	6	1	5
	PC11. apply good housekeeping practices at all times to maintain clean and safe workplace	6	1	5
	PC12. check and ensure general health and safety equipment are available at work site	6	2	4
	PC13. follow appropriate procedures for dealing with accidents, fires and emergencies, including communicating location and directions for emergency evacuation	6	2	4
	PC14. follow emergency procedures to company standard / workplace requirements	7	2	5
	PC15. use emergency equipment in accordance with manufacturers' specifications and workplace requirements	6	2	4
	PC16. provide treatment appropriate to the any injury in accordance with recognized first aid techniques	6	2	4
	PC17. recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate	7	2	5
	PC18. report details of first aid administered in accordance with workplace procedures	6	3	3
	Total	100	30	70
5. FFS/N8805	PC1. seek assistance from supervisor or any such appropriate authority as and when required in an appropriate manner to ensure	100	5	2
Carry out work			3	

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

effectively	completion of work within timelines			
	PC2. obtain clarifications on policies and procedures, from the supervisor or other authorized personnel	6	2	4
	PC3. identify and report any possible deviations to appropriate authority	7	3	4
	PC4. address the problems effectively and report if required to immediate supervisor appropriately	7	2	5
	PC5. follow escalation matrix in case of any grievance	7	2	5
	PC6. receive information and instructions from the supervisor related to one's work and respond effectively	7	3	4
	PC7. coordinate and cooperate with colleagues to achieve work objectives	7	2	5
	PC8. display courteous behaviour at all times	7	1	6
	PC9. respond politely to customer queries and other team members	7	1	6
	PC10. follow work place dress code	6	1	5
	PC11. keep work area in a tidy and organized state	5	2	3
	PC12. adhere to time lines and quality standards	7	2	5
	PC13. follow organizational policies and procedures	7	3	4
	PC14. communicate with others clearly, at a pace and in a manner that helps them to understand and complete the work within timelines	8	2	6
	PC15. demonstrate responsible and disciplined behaviors at the workplace	7	2	5

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

		Total	100	30	70
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NSQC Approved

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

SECTION 2

25. EVIDENCE OF LEVEL

OPTION A

Title/Name of qualification/component: Interior Designer		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process	S/he would be required to plan via assessing client needs and survey location, prepare the possible drawing alternatives, support in procurement management, onsite installation of furniture and other materials in accordance to finalised design drawing and work quality standards	<p>The job holder is responsible for assessing client needs and survey location, designing design alternatives and support in procurement of vendor/material/furniture, undertake onsite installation services as per design finalised. This involves working in familiar, predictable, situation such as preparing for assessing client needs, survey location, onsite installation etc.</p> <p>Hence, it qualifies as a Level 4 role. Since it does not involve several choices to be made even in a familiar context, the role does not qualify for Level 5.</p> <p>As the job holder is expected to work in familiar, predictable, routine situation. For Example, the job holder is expected to survey location, design drawings and assist in procurement. Therefore, it cannot be pegged at level 3.</p>	4
Professional knowledge	The user/individual on the job needs to know and understand the process/steps involved in assessing client needs, survey location, understanding of technical drawings and design drawings, knowledge of	The job holder is expected to have factual knowledge of field of knowledge or study. For example, the job holder is expected to have knowledge of comprehend client needs, designing drawings, procurement of	4

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

Title/Name of qualification/component: Interior Designer		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>auto CAD, coral Draw etc. for designing, know-how of procurement management, onsite installation knowledge, health and safety, quality standards and their relevance and work area maintenance in accordance with procedural requirements and standards compliance, whom to approach for support in order to obtain work related instructions, clarifications and support, relevant people and their responsibilities within the work area.</p>	<p>vendors/materials/furniture, process of onsite installation of furniture and associated fittings, safety standards etc.</p> <p>Since all the above mentioned areas are related to factual knowledge of field of knowledge, the role qualifies for Level 4.</p> <p>As the job requires factual knowledge of field of knowledge or study, For Example, the job holder is expected to know about usage of design tools/software, safety standards, understand the organization standards, process standards and procedures followed in the organisation, internal processes like key contact points for query resolution etc. Therefore, it cannot be pegged at level 3.</p>	
Professional skill	<p>The Job holder must have professional skills for performing the job which includes analysing critical points in day to day tasks through experience and observation and identify control measures to solve the issues, plan and prioritize the work based on the instructions received, organize all process/ equipment manuals so as to access information easily, understand customer requirements and their priority and respond as per their needs, support manager in solving problems by detailing out problems, discuss the possible solutions with the manager for problem solving, apply domain information about maintenance processes and technical knowledge about tools and equipment, use intuition to detect any potential</p>	<p>The job holder is expected to recall and demonstrate practical skill, routine and repetitive in narrow range application, using appropriate tools, technical concepts. For instance, the job holder has to designing alternative designs, assist in procurement work, on ground monitor onsite installation, documentation and record keeping of the entire process, etc.</p> <p>All these activities are mostly repetitive and have a narrow range of application, hence qualifying the role for a Level 4.</p> <p>As the job requires to recall and demonstrate practical skill, routine and repetitive in narrow range application, using appropriate tools and using technical concepts.</p>	4

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

Title/Name of qualification/component: Interior Designer		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	problems which could arise during operations.	For Example, plan and organize the work order and jobs received, understand customer requirements, support manager in solving problems by detailing out problems etc. Therefore, it cannot be pegged at level 3.	
Core skill	The job holder should have core skills for performing the job which includes writing skills, reading skills, and oral and communication skills, such as note information communicated, read and interpret process, effectively communicate with team members, creative bent of mind and attention to detail.	<p>The job holder is expected to have both oral and written communicate skills with required clarity, creative bent of mind, have ability to draw and comprehend drawings/manuals, arithmetic skills, ability to plan and carry out tasks. For instance, s/he should be able to interpret the client needs and design drawings, write information documents to internal departments/ internal teams, effectively communicate with the supervisor and cross department teams/peers and resolve problems faced at work.</p> <p>Hence, this role qualifies for Level 4.</p> <p>As the job requires language to communicate, written or oral, with required clarity, skill to basic arithmetic principles, basic understanding of social environment, For Example, the job holder must be able to note the information communicated, internal information documents sent by internal teams, effectively communicate with team members, discuss task lists, schedules and activities, resolve problems by discussing with senior/peer etc.</p> <p>Therefore, it cannot be pegged at level 3.</p>	4

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

Title/Name of qualification/component: Interior Designer		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Responsibility	S/he would be required to plan via assessing client needs and survey location, prepare the possible drawing alternatives, support in procurement work, undertake onsite installation of furniture and other materials in accordance to finalised design drawing and work quality standards	<p>The job holder is responsible for only own work and learning. S/he is a skilled worker who carries out activities understanding the client needs /work order requirements, prepare design alternatives, support in procurement related work, undertake onsite installation of furniture, maintenance of requisite health and safety standards.</p> <p>Hence, this role qualifies for Level 4</p> <p>As this job is about having responsibility for own working. For example, s/he is expected to have responsibility to design drawings, assist in procurement of materials related work. Therefore, it cannot be pegged at level 3.</p>	4

SECTION 3

EVIDENCE OF NEED

26	What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?		
	Basis	In case of SSC	In case of other Awarding Bodies (Institutes under Central Ministries and states departments)
	Need of the qualification	<p>During the industry interactions carried out while creating occupational maps and prioritization of job roles for Qualification Pack development, the mentioned qualification was indicated as a key requirement by the industry. Governing Council of FFSC shared the final approval for the development of the role. The qualification has also been validated and its need endorsed by some of the leading industry players such as Godrej, Pepper Fry, Ebco, and other enterprises.</p> <p>Interior design is a multi-faceted profession wherein creative and technical solutions are applied within a structure to achieve a built and better interior environment. With the changing times and economic growth of India, lifestyle trends and evolving mind-set of the people, interior design has grown to become a fully-fledged</p>	<p>The Submitting Body would produce any reputable and reliable research reports, such as labour market information reports; occupational mapping or similar research carried out by Ministry/State/Any other authentic source forecasting the demand for the proposed qualification</p>

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

	<p>profession today. Interior Designing sector demand shall grow at the rate of 45% CAGR till FY2020 followed by 30% CAGR going forward taking into consideration saturation in market after few years.</p> <p>The major reasons which are attributable to the growth of the this segment are favourable government programmes and policies like housing for all, smart cities, urban development, growth of real estate ,changing lifestyles and consumer aspirations, increased awareness and increasing disposable incomes along with increased demand for various kinds of furniture and fittings.</p> <p>Evidence of the qualification is supported by validations. The complete list of validating companies has been enclosed as an annexure to the Q file.</p> <p>Industry validation documents will be attached separately.</p>	<p style="text-align: center; opacity: 0.3; font-size: 48px; transform: rotate(-30deg);">NSQC Approved</p>	
<p>Industry</p>	<p>FFSC has taken validations of the job roles from at least 30 industry bodies (10-large,</p>	<p>Industry engagement list attached</p>	

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

Relevance	10-small, 10-medium) where such employment are going to be generated and absorbed instead of generic validation of industry.	
Usage of the qualification	<p>85% of the furniture& fittings industry is unorganised. Most of the candidates go for self-employment. Even if the candidates who opt for wage employment unable to produce the offer letter due to highly unorganised sector.</p> <p>Annual report attached.</p>	<p>Placement details attached</p> <p>The submitting body would submit the details of trained and placed data in the proposed qualification (if an existing qualification is being proposed for NSQF alignment)</p> <p>Information about the success of the qualification should be given (eg. uptake figures, examples of use in recruitment and placement rates (if known) should be given. However, many of the bodies that do not have placement tracking mechanism established in place would provide necessary endorsements by the state/ ministry stating that a tracking mechanism would be institutionalized and placement records shall be provided annually or later, depending on length of qualification.</p>
Estimated uptake	<p>The growth in the interior designing sector is favourable in the coming years.</p> <p>As per Skill Gap Report, Interior Designing sector demand shall grow at the rate of 45% CAGR till FY2020 followed by 30% CAGR till FY25 taking into consideration saturation in market</p>	<p>The Submitting Body should submit the estimated uptake by reflecting the number of the takers for this qualification for at least two years from submission of the qualification</p>

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

	<p>after few years. At present ~14,000 interior designers demand is in the market and is expected that there would be additional 90,000 interior designer’s requirement in 2022 and ~ 2.1 lakh till 2025</p>		
<p>27</p>	<p>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences</p> <p>No such line Ministry</p>		
<p>28</p>	<p>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</p> <p>The qualification discussed above is checked for any duplication across sectors. Given the qualification is niche to Furniture sector, there is no duplication or pre-existing similar qualifications.</p> <p>This QP has been developed keeping in mind the industry requirements The qualification has been approved by Qualification Review Committee (QRC), NSDC.</p>		
<p>29</p>	<p>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? Specify the review process here</p> <p>The qualification packs will be reviewed and checked for relevance and currency as per industry standards, after a period of 3 years. Also, there will be a sustainability plan in place to maintain relevance of the final QP.</p> <p>This QP is set to be revised post June 2020.</p>		

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

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Please attach most relevant and recent documents giving further information about any of the topics above. Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

- List of QP NOS validating companies- Annexure 3
- Skill Gap study – Annexure 4

SECTION 4

EVIDENCE OF PROGRESSION

30	<p>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? <i>Show the career map here to reflect the clear progression</i></p> <ol style="list-style-type: none">1. Discussing the growth trajectory within each occupation after studying organisational charts of various industry players across small, medium and large scale organizations.2. Exploring various lateral career opportunities for the discussed qualification3. Ensuring that there is a clear role up in terms of performance criteria qualification experience and skill requirement from lower NSQF Level to higher levels in the hierarchy. <p>Please refer to the career path as per Annexure 1 which clearly defines the career path</p>
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Please attach most relevant and recent documents giving further information about any of the topics above.

NSQC QUALIFICATION FILE

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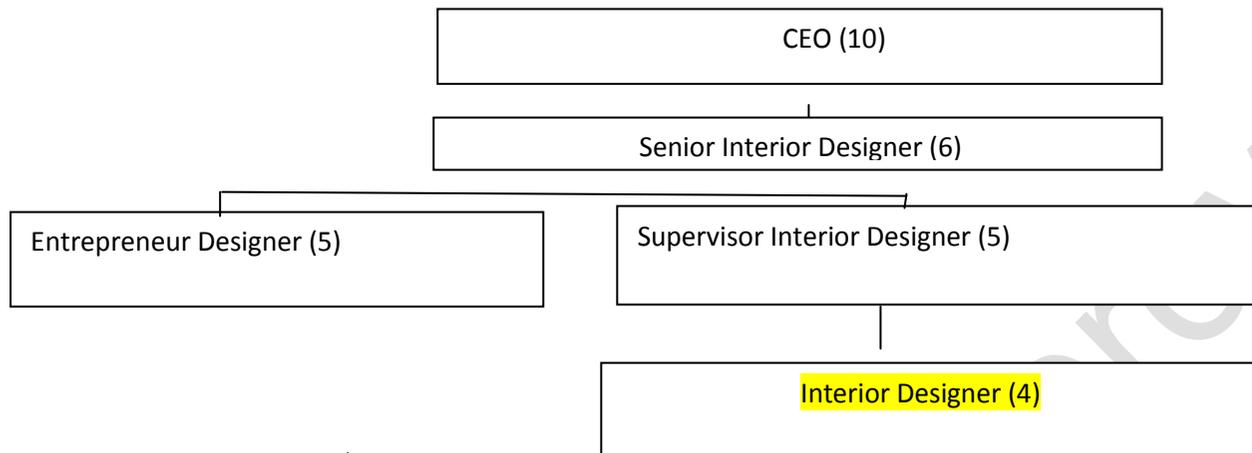
Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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NSQC QUALIFICATION FILE

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Annexure 1: Career Map of Interior Designer



NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

Annexure 2: Qualification Pack of Interior Designer (separate file)

Annexure 3: List of QP/NOS validating companies (separate file)

ANNEX A

NSQF LEVEL DESCRIPTORS

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
1	Prepares person to/carry out process that are repetitive on regular basis require no previous practice,	Familiar with common trade terminology, instructional words, meanings and understanding.	Routine and repetitive, takes safety and security measures.	Reading and writing; addition, subtraction; personal financing; familiarity with social and religious diversity, hygiene and environment.	No responsibility; always works under continuous instruction and close supervision.
2	Prepares person to/carry out processes that are repetitive, on a regular basis, with little application of understanding, more of practice.	Material, tools and applications in a limited context, understands context of work and quality.	Limited service skills used in limited context; select and apply tools; assist in professional works with no variables; differentiate good and bad quality.	Receive and transmit written and oral messages, basic arithmetic, personal financing, understanding of social, political, and religious diversity, hygiene and environment.	No responsibility; works under instruction and close supervision.

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
3	Person may carry out a job which may require limited range of activities routine and predictable.	Basic facts, process and principle applied in trade of employment.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.	Under close supervision. Some responsibility for own work within defined limit.
4	Work in familiar, predictable, routine, situation of clear choice.	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment.	Responsibility for own work and learning.
5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibility for others' works and learning.

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
6	Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Reasonable good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication.	Responsibility for own work and learning and full responsibility for other's works and learning.
7	Requires a command of wide-ranging specialised theoretical and practical skills, involving variable routine and non-routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
8	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
9	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	
10	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

ANNEX B

NSQF LEVEL OUTLINES

NSQF levels related to the labour market

Level1: Work requiring knowledge, skills and aptitudes at level 1 will be routine, repetitive, and focused on limited tasks carried out under close supervision. In some sectors, people carrying out these job roles may be described as “helpers”.

Individuals in jobs which require level 1 qualifications **may** be expected to be able to read, write, add and subtract, but will not normally be required to have any previous knowledge or skills relating to the work¹.

When employed, they will be instructed in their tasks and expected to learn and use the common terminology of the trade and acquire the basic skills necessary for the work.

Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers.

¹ In practice many workers at this level will have limited literacy and NOS and qualifications at this levels should reflect this – eg in relation to assessment.

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers.

Level 2: Work requiring knowledge, skills and aptitudes at level 2 will also be routine and repetitive, and tasks will be carried out under close supervision. The individuals will not be expected to deal independently with variables which affect the carrying out of the work. People carrying out these work roles may be described as “assistants” and the range of tasks they carry out will be limited.

Individuals in jobs which require level 2 qualifications will normally be expected to be able to read and write, add and subtract. Their work may involve taking and passing on messages.

They may also be expected to have some previous experience, knowledge and skills in the occupation. When employed, they will be instructed in their tasks and expected to acquire the practical skills necessary to assist skilled workers and/or give a limited service to customers. They will learn about, and use, the materials, tools and applications required to carry out basic tasks in an occupation. They may have to select the appropriate materials, tools and/or applications to carry out tasks.

They will be expected to understand what constitutes quality in their job role and distinguish between good and bad quality in the context of the tasks they are given. Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers and, where appropriate, customers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers, but their contribution to team work may be limited.

Level 3: Work requiring knowledge, skills and aptitudes at level 3 will be routine and predictable. Job holders will be responsible for carrying out a limited range of jobs under close supervision. Their work may require the completion of a number of related tasks. People carrying out these job roles may be described as “partly-skilled workers”.

Individuals in jobs which require level 3 qualifications will normally be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation and should know the basic facts, processes and principles applied in the trade for which they are qualified and be able to apply the basic skills of the trade to a limited range of straightforward jobs in the occupation.

They will be expected to understand what constitutes quality in their job role and more widely in the sector or sub-sector and to distinguish between good and bad quality in the context of the jobs they are given. Job holders at this level will be expected to carry out the jobs they are

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

given safely and securely. They will work hygienically and in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers and/or clients.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social environment. They should be able to make a good contribution to team work.

Level 4: Work requiring knowledge, skills and aptitudes at level 4 will be carried out in familiar, predictable and routine situations. Job holders will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. People carrying out these jobs may be described as “skilled workers”.

Individuals in jobs which require level 4 qualifications should be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation in which they are employed, to appreciate the nature of the occupation and to understand and apply the rules which govern good practice. They will be able to make choices about the best way to carry out routine jobs where the choices are clear.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their job roles. Job holders at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers. They will work hygienically and in ways which show an understanding of environmental issues.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment. They should be able to guide or lead teams on work within their capability.

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

Level 5: Work requiring knowledge, skills and aptitudes at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear.

Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning. People carrying out these jobs may be described as "fully skilled workers" or "supervisors".

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have previous knowledge and skills in the occupation, and to know and apply facts, principles, processes and general concepts in the occupation.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

Level 6: Work requiring knowledge, skills and aptitudes at level 6 will require the use of both standard and non-standard practices. Job holders will carry out a broad range of work which will require a wide range of specialised technical skills backed by clear factual and theoretical knowledge.

Individuals in jobs which require level 6 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They are likely to have full responsibility for others' work and learning. People carrying out these jobs may be described as "master technicians" and "trainers".

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and may be required to carry out mathematical calculations. They should also be able to collect data, organise information, and communicate logically about the work. They will solve problems by selecting and applying methods, tools, materials and information.

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

They will be expected to have broad factual and theoretical knowledge applying to practice within the occupation, and a range of practical and cognitive skills. They will be able to generate solutions to problems which arise in their practice.

They will be expected to understand what constitutes quality in the occupation and to distinguish between good and bad quality in the context of all aspects of their work. They will be expected to work in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or manage.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

Level 7: Work requiring knowledge, skills and aptitudes at level 7 will take place in contexts which combine the routine and the non-routine and are subject to variations. Job holders will carry out a broad range of work which requires wide-ranging specialised theoretical and practical skills.

Individuals in jobs which require level 7 qualifications will normally be responsible for the output and development of a work group within an organisation. People carrying out these job roles are likely to be graduates. They may be described as “managers” or “senior technicians”.

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and are likely to be required to carry out mathematical calculations as part of their work. They should also be skilful in collecting and organising information to communicate logically about the work.

They will be expected to have wide-ranging factual and theoretical knowledge of practice within the occupation, and a wide range of specialised practical and cognitive skills. They will be able to generate solutions to problems which arise in their work.

They will be expected to understand what constitutes quality in the occupation and distinguish between good and bad quality in all aspects of their work. They will be expected to work in ways which show a good understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out and manage.

In working with others, they will be expected to conduct themselves in ways which show a good understanding of the social and political environment.

Level 8: Individuals in jobs which require level 8 qualifications will normally be responsible for managing the work of a team and developing the team. The work will involve dealing with unpredictable circumstances affecting the work.

NSQC QUALIFICATION FILE

Approved in 22nd NSQC Meeting, 19th December 2018

Their work will require the use of comprehensive knowledge and understanding of the occupational field and a commitment to self-development.

They will normally need an ability to develop creative solutions to problems requiring abstract thought. They will be required to show intellectual independence and a rigorous analytical ability. They will need to be good communicators.

Level 9: Individuals in jobs which require level 9 qualifications will normally be responsible for complex decision-making in unpredictable contexts.

They will have to exercise senior responsibility in an organisation and show mastery of the issues in the occupation and the ability to innovate.

Their work will require the use of advanced knowledge and skill. They may make contributions to knowledge in their field through research.

Level 10: Job Individuals in jobs which require level 10 qualifications will normally be responsible for strategic decision-making. The context of their work will be complex and unpredictable.

They are likely to be responsible for an organisation or a significant division of an organisation. They will have to provide leadership.

Their work will require highly specialised knowledge and problem-solving skills. They may make original contributions to knowledge in their field through research, scholarship or innovative practice.

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