Fashion Designer

QP Code: AMH/Q1201

Version: 4.0

NSQF Level: 5

Apparel, Madeups & Home Furnishing Sector Skill Council || Flat No. A-312 to A-323, 3rd Floor, Somdatt Chamber-1, Bhikaji Cama Place, Africa Avenue
New Delhi-110066 || email:seop1@sscamh.com

Qualification Pack

Contents

AMH/Q1201: Fashion Designer

Brief Job Description

Fashion Designer should be artistic and creative and have the skills and knowledge to develop fashion design briefs and manage the development of design concepts for commercial production. The Initial process includes conducting market research and trend analysis for the particular season and identifying a theme for the collection, then creating 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. After finalization on the range with the team, create the techpack for each style. Work with different teams to create a prototype design based on the techpack. Evaluation of the sample and documentation of the same is also done by the designer.

Personal Attributes

This job requires the individual to be artistic, creative and innovative to visualize and create the design by hand or using illustration software (Corel Draw, Illustrator, Photoshop etc.). A designer should be up to date with emerging fashion trends, as well as general trends relating to fabrics, colours and shapes. He/she should also have good communication skills, good sense of aesthetics, sound knowledge of sewing and pattern making. He/ She must be aware of the target market and its current trends.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. AMH/N1201: Prepare to make a design collection

2. AMH/N1202: Prepare prototype garments for the collection

3. AMH/N1203: Evaluate Design Development Processes

4. AMH/N1204: Maintain the work area, tools, machines and computers and greening of job roles

5. AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization

6. DGT/VSQ/N0102: Employability Skills (60 Hours)

Qualification Pack (QP) Parameters

Sector	Apparel
Sub-Sector	Apparel

Qualification Pack

Occupation	Designing
Country	India
NSQF Level	5
Credits	19
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7532.0100
Minimum Educational Qualification & Experience	12th Class with 3 Years of experience in relevant field OR Completed 3 year diploma after 10th with 1.5 years of experience in relevant field OR Previous relevant Qualification of NSQF Level (4) with 3 Years of experience in relevant field
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	Certification Course in Fashion Design, preferably
Minimum Job Entry Age	20 Years
Last Reviewed On	NA
Next Review Date	17/12/2027
NSQC Approval Date	17/12/2024
Version	4.0
Reference code on NQR	QG-05-AP-01773-2024-V2-AMHSSC
NQR Version	4

AMH/N1201: Prepare to make a design collection

Description

This is about how a designer conceptualizes and prepare to designs a clothing range and gets it finalized to make the prototype garments

Scope

The scope covers the following :

- Conduct fashion design research Develop idea and produce design Design Brief
- Determine key criteria for design brief

Elements and Performance Criteria

Conduct fashion design research & Determine key criteria for design brief

To be competent, the user/individual on the job must be able to:

PC1. Conduct research on fashion trends, target market, fashion forecast and identify the theme

PC2. Review product range and previous designs developed by the business to assess relevance to current design

PC3. Identify business processes, and client goals and quality standards required

PC4. Conduct research on, materials, designs, processes and marketing materials required according to the needs of the design

Determine key criteria for design brief

To be competent, the user/individual on the job must be able to:

PC5. Design themes and style requirements of design are determined

PC6. Budget, cost points and lead time constraints are identified

PC7. Requirements for use of fabrics, materials, suppliers and production processes are determined

PC8. Confirm any special requirements with the client

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Your organizations policies, procedures, guidelines and standards for dealing with buyers/clients

KU2. Recognizing and adapting to cultural differences in the workplace, including modes of behaviour and interactions

KU3. Production capacity and processes of business are identified

KU4. Completing work systematically with attention to detail without damage to goods and equipment

KU5. Garment construction techniques and processes

KU6. Different fashion forecasts, pantone shades, market trends, target buyer and using the same to develop the product line

KU7. Sketching either by hand or cad

KU8. Detailed knowledge of a range of fabrics, trims and equipment/machinery to be used

KU9. Understanding on the cost process involved in making an apparel

KU10. Costing of created designs / product ensembles with knowledge of sale ability of a product designed

KU11. Intellectual property rights with respect to designs

KU12. The embroidery, dyeing or printing process that is to be availed in order to develop the relevant fabric and product

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. Complete accurate well written work with attention to detail

GS2. Listen effectively and able to communicate with others in the company and to clients

GS3. Follow guidelines/procedures/rules and service level agreements

GS4. Read and understand the buyer/client's requirements

GS5. Ask for clarification and advice from others or superiors

GS6. Follow rule-based decision-making processes

GS7. Make decisions on a suitable course of action or response

GS8. Plan and organize your work to achieve targets and deadlines

GS9. Plan processes and encourage interchange of ideas/designs

GS10. Clarification on the design to be developed with the team members

GS11. Assess /evaluate design processes

GS12. Analyze the market trends and targets for the season

GS13. Able to study and understand different fashion forecasts

GS14. Pass on relevant information to others

GS15. Provide opinions on work in a detailed and constructive way

GS16. Clarify and check task related information

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Conduct fashion design research & Determine key criteria for design brief	**11**	**33**	**-**	**6**
PC1. Conduct research on fashion trends, target market, fashion forecast and identify the theme	5	10	-	2
PC2. Review product range and previous designs developed by the business to assess relevance to current design	2	10	-	1
PC3. Identify business processes, and client goals and quality standards required	2	5	-	1
PC4. Conduct research on, materials, designs, processes and marketing materials required according to the needs of the design	2	8	-	2
Determine key criteria for design brief	**9**	**37**	**-**	**4**
PC5. Design themes and style requirements of design are determined	2	10	-	1
PC6. Budget, cost points and lead time constraints are identified	3	10	-	1
PC7. Requirements for use of fabrics, materials, suppliers and production processes are determined	3	15	-	1
PC8. Confirm any special requirements with the client	1	2	-	1
NOS Total	**20**	**70**	**-**	**10**

National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1201
NOS Name	Prepare to make a design collection
Sector	Apparel
Sub-Sector	Apparel
Occupation	Designing
NSQF Level	5
Credits	5
Version	3.0
Last Reviewed Date	17/12/2024
Next Review Date	17/12/2027
NSQC Clearance Date	17/12/2024

AMH/N1202: Prepare prototype garments for the collection

Description

This unit is about how technical specification is made after garment range confirmation and carrying out the process of making the prototype garment of each range

Scope

The scope covers the following :

- Confirming design brief
- Specify design processes
- Implement design processes

Elements and Performance Criteria

Confirm design brief

To be competent, the user/individual on the job must be able to:

PC1..   Create techpack with guidelines for development of the sample

PC2.   Appropriate personnel are consulted with to confirm feasibility and appropriateness of techpack

PC3.   Sketches, drawings and samples are used to illustrate design requirements, as appropriate

PC4. .   Techpacks on the range to be finalised

Specify design processes

To be competent, the user/individual on the job must be able to:

PC5. .   Involvement of sampling merchandiser, pattern maker, tailor is identified, finalised and briefed about the collection

PC6..   Monitoring procedures and checking points are determined

PC7..   Design development personnel selected are briefed and time constraints met

PC8.   Construct the prototype and given to concerned dept for better understanding on the product, if required

Implement design processes

To be competent, the user/individual on the job must be able to:

PC9. .   Development of sample in accordance with budget and time constraints

PC10..   Problems or inconsistencies in sample are identified and addressed

PC11. .   Evaluate the prototype sample received

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1.   The organizations policies and procedures

KU2.   Protocol to obtain more information on work related tasks

KU3. The limits of your role and responsibilities in relation to it service requests/incidents

KU4. Who to refer problems to when they are outside the limit of your authority

KU5. Your organizations equipment, templates and processes for preparing the techpack and how to use these

KU6. Details of the job role and responsibilities

KU7. Your organizations knowledge base and how to use and update this

KU8. Method of obtaining/ giving feedback related to performance

KU9. Fabrics/apparels and garments and types of fabrics/apparels that require stitching by hand or machine stitching

KU10. Sewing, draping and pattern making techniques to make techpack 1. Techpacks are made for the range collection; 2. Use of cad or hand sketches; 3. Feasibility and appropriateness of techpack consulted and confirmed; 4. Techpack finalised internally

KU11. Elements of and principles of design and how they are used to create good design in the fashion industry knowledge of embroidery by hand or machine

KU12. Expertise of personnel

KU13. Quality and workplace practices

KU14. Involvement of sampling merchandiser, pattern maker and sampling tailor

KU15. Personnel for prototype sample development

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. Complete accurate well written work with attention to detail

GS2. Communicate with others and client in writing (wherever applicable)

GS3. Follow guidelines/procedures/rules and service level agreements

GS4. Listen effectively and orally communicate information accurately

GS5. Ask for clarification and advice from others in the team and heads

GS6. Follow rule-based decision-making processes

GS7. Make decisions on a suitable course of action or response

GS8. Plan and organize your work to achieve targets and deadlines

GS9. Apply problem-solving approaches in different situations

GS10. Refer anomalies to the design head

GS11. Seek clarification on problems from others

GS12. Analyze the design and techpack making process

GS13. Analyze needs, requirements and dependencies in order to meet your work requirements

GS14. Provide opinions on work in a detailed and constructive way to the merchandiser and if necessary, to the sampling tailor and pattern master

GS15. Apply balance judgments to different situations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Confirm design brief	**8**	**30**	**-**	**4**
PC1.. Create techpack with guidelines for development of the sample	4	15	-	1
PC2. Appropriate personnel are consulted with to confirm feasibility and appropriateness of techpack	1	1	-	1
PC3. Sketches, drawings and samples are used to illustrate design requirements, as appropriate	2	8	-	1
PC4. . Techpacks on the range to be finalised	1	6	-	1
Specify design processes	**6**	**29**	**-**	**4**
PC5. . Involvement of sampling merchandiser, pattern maker, tailor is identified, finalised and briefed about the collection	1	1	-	1
PC6.. Monitoring procedures and checking points are determined	1	2	-	1
PC7.. Design development personnel selected are briefed and time constraints met	1	1	-	1
PC8. Construct the prototype and given to concerned dept for better understanding on the product, if required	3	25	-	1
Implement design processes	**9**	**22**	**-**	**3**
PC9. . Development of sample in accordance with budget and time constraints	1	2	-	1
PC10.. Problems or inconsistencies in sample are identified and addressed	4	8	-	1
PC11. . Evaluate the prototype sample received	4	12	-	1
NOS Total	**23**	**81**	**-**	**11**

National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1202
NOS Name	Prepare prototype garments for the collection
Sector	Apparel
Sub-Sector	Apparel
Occupation	Designing
NSQF Level	5
Credits	5
Version	3.0
Last Reviewed Date	17/12/2024
Next Review Date	17/12/2027
NSQC Clearance Date	17/12/2024

AMH/N1203: Evaluate Design Development Processes

Description

This unit is about how to review the prototype garment developed for the collection

Scope

The scope covers the following :

- Evaluate design development process.
- Complete documentation

Elements and Performance Criteria

Evaluate design development process

To be competent, the user/individual on the job must be able to:

PC1.. Analyze the prototype sample with the design team

PC2. Coordinate with design team to check sample against the techpack given to the sampling merchandiser, the look and feel and fit of the sample

PC3. Evaluate the prototype for the feasibility of the garment in terms of sourcing of the fabric and the trims available for the span of production

PC4. . Identify various product testing required to proceed with prototype

PC5. . Incorporate modification of the sample until approved for final production

PC6.. Get approval on the prototype/final techpack, agreement finalized with the client

Complete documentation

To be competent, the user/individual on the job must be able to:

PC7.. Document design brief, development processes and outcomes

PC8. Complete documentation processes, including filing and storing

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Your organizations policies, procedures and priorities for your area of work and your role and responsibilities in carrying out your work

KU2. Limits of your responsibilities when coordinating with other department

KU3. Your specific work requirements and who these must be agreed with

KU4. The importance of having a tidy work area and how to do this

KU5. How to prioritize your workload according to urgency and importance and the benefits of this

KU6. Your organizations policies and procedures for dealing with confidential information and the importance of complying with these

KU7. The purpose of keeping others updated with the progress of your work

KU8. Who to obtain guidance from and the typical circumstances when this may be required

KU9. The purpose and value of being flexible and adapting work plans to reflect change

KU10. The importance of understanding of the development process

KU11. Appropriate timescales for completing your work and the implications of not meeting these for you and the organization

KU12. Ability to strengthen team's awareness

KU13. Awareness to reduce development and company cost

KU14. Resources needed for your work and how to obtain and use these

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. Complete accurate work with attention to detail

GS2. Read instructions, guidelines, procedures, rules and service level agreements

GS3. Ask for clarification and advice from line managers

GS4. Communicate orally with colleagues

GS5. Ask for clarification and advice from others in the team and heads

GS6. Make decisions on suitable courses

GS7. Plan and organize your work to achieve targets and deadlines

GS8. Agree objectives and work requirements

GS9. Refer anomalies to the line manager

GS10. Seek clarification on problems from others

GS11. Provide relevant information to others

GS12. Analyze needs, requirements and dependencies in order to meet your work requirements

GS13. Apply judgments to different situations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Evaluate design development process	**13**	**42**	**-**	**7**
PC1.. Analyze the prototype sample with the design team	3	6	-	1
PC2. Coordinate with design team to check sample against the techpack given to the sampling merchandiser, the look and feel and fit of the sample	1	5	-	1
PC3. Evaluate the prototype for the feasibility of the garment in terms of sourcing of the fabric and the trims available for the span of production	2	5	-	1
PC4. . Identify various product testing required to proceed with prototype	4	10	-	2
PC5. . Incorporate modification of the sample until approved for final production	2	14	-	1
PC6.. Get approval on the prototype/final techpack, agreement finalized with the client	1	2	-	1
Complete documentation	**7**	**28**	**-**	**3**
PC7.. Document design brief, development processes and outcomes	3	14	-	2
PC8. Complete documentation processes, including filing and storing	4	14	-	1
NOS Total	**20**	**70**	**-**	**10**

National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1203
NOS Name	Evaluate Design Development Processes
Sector	Apparel
Sub-Sector	Apparel
Occupation	Designing
NSQF Level	5
Credits	5
Version	3.0
Last Reviewed Date	17/12/2024
Next Review Date	17/12/2027
NSQC Clearance Date	17/12/2024

AMH/N1204: Maintain the work area, tools, machines and computers and greening of job roles

Description

This unit provides Performance Criteria, Knowledge & Understanding and skills & abilities required to organize/maintain work areas and activities to ensure tools and machines are maintained as per norms. It also covers procedures and compliance standards to identify, prevent, control, minimize and eliminate hazards and potential risks to self and others at the workplace.

Scope

The scope covers the following :

- Maintain the work area tools and machines

Elements and Performance Criteria

Maintain the work area, tools, machines and computers

To be competent, the user/individual on the job must be able to:

PC1. Handle materials, drawing and pattern drafting tools, measuring devices, equipment and the system for computer designing with care to maintain a clean and hazard free working area

PC2. Use correct handling procedures.

PC3. Use materials efficiently to minimize wastage and dispose off waste safely at the designated location.

PC4. Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules

PC5. Report any unsafe or damaged tools/materials or equipment or other dangerous occurrences to relevant personnel

PC6. Work in a comfortable position and maintain correct posture

PC7. Use cleaning equipment and methods appropriate for the work to be carried out

PC8. Request for up gradation of system or software when required for effective working

PC9. Always maintain a backup file when working on various design software

PC10. All soft copies of design work to be maintained in files as well for future

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Importance of good health, personal hygiene and duty of care

KU2. Importance of safe working practices and code of conduct (COC) and Social Accountability standards followed by the organization/ industry

KU3. Limits of your own responsibility

KU4. The production process and the specific work activities that relate to the whole process

KU5. The line and importance of effective communication with superiors and colleagues

KU6. Work instruction and sepcifications and interpret them accurately

KU7. Method to make use of the information detailed in specifications and instructions

KU8. The importance of taking action when problems are identified and resolving these within your work area

KU9. Different ways of minimising waste and proper disposal system for waste and by-products

KU10. The importance and process of running maintenance and regular cleaning

KU11. Effects of contamination on products i.e., Machine oil, dirt

KU12. Common faults encountered with equipment and the method to rectify

KU13. Hazards likely to be encountered when conducting routine maintenance

KU14. Different types of cleaning equipment and substances and their use

KU15. Safe working practices for cleaning and the method of carrying them out

KU16. Making conscious and sustainable decisions for achieving effective and green workplace.

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. Write the instructions in English or local language as per requirement

GS2. Read and understand manuals regarding the machineries, working posture and tools

GS3. Communicate the with co-workers in local language wherever applicable

GS4. Take appropriate decisions regarding to responsibilities

GS5. Plan and manage work routine based on company procedure

GS6. Solve operational role related issues

GS7. Make conscious and sustainable decisions that help reduce, rescue, and recycle the company resources

GS8. Identify and replace processes that create unnecessary waste

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Maintain the work area, tools, machines and computers	**9**	**31**	**-**	**5**
PC1. Handle materials, drawing and pattern drafting tools, measuring devices, equipment and the system for computer designing with care to maintain a clean and hazard free working area	2	5	-	0.5
PC2. Use correct handling procedures.	1	3	-	0.5
PC3. Use materials efficiently to minimize wastage and dispose off waste safely at the designated location.	1	1	-	0.5
PC4. Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules	0.5	4	-	0.5
PC5. Report any unsafe or damaged tools/materials or equipment or other dangerous occurrences to relevant personnel	1	3	-	0.5
PC6. Work in a comfortable position and maintain correct posture	1	3	-	0.5
PC7. Use cleaning equipment and methods appropriate for the work to be carried out	1	5	-	0.5
PC8. Request for up gradation of system or software when required for effective working	0.5	3	-	0.5
PC9. Always maintain a backup file when working on various design software	0.5	2	-	0.5
PC10. All soft copies of design work to be maintained in files as well for future	0.5	2	-	0.5
NOS Total	**9**	**31**	**-**	**5**

National Occupational Standards (NOS) Parameters

NOS Code	AMH/N1204
NOS Name	Maintain the work area, tools, machines and computers and greening of job roles
Sector	Apparel
Sub-Sector	Apparel
Occupation	Designing
NSQF Level	5
Credits	1
Version	3.0
Last Reviewed Date	17/12/2024
Next Review Date	17/12/2027
NSQC Clearance Date	17/12/2024

AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization

Description

This unit provides performance criteria, knowledge & understanding, and skills & abilities required to comply with health, safety, and security requirements at the workplace and covers procedures to prevent, control and minimize risk to self and others

Scope

The scope covers the following :

- Potential risks associated with hazardeous processes and guidelines for medical emergencies.

Elements and Performance Criteria

Identify process hazards, follow medical emergency and evacuation guidelines, and promote gender and PwD sensitivity.

To be competent, the user/individual on the job must be able to:

PC1. Demonstrate strict adherence to health, safety, gender, and PwD (People with Disability) guidelines governing the workplace environment.

PC2. Engage actively in mock drills, evacuation exercises, and group discussions pertaining to workplace safety and security protocols.

PC3. Participate in advanced training and sensitization programs focused on gender equality and PwD awareness, facilitating a more inclusive workplace environment.

PC4. Execute proper handling and maintenance of materials and equipment in accordance with established protocols and standards.

PC5. Exhibit proficiency in performing first-aid, firefighting, and other emergency response procedures, promptly adhering to organizational shutdown and evacuation protocols when necessary.

PC6. Monitor workplace conditions, identify risks, report promptly, ensure safety, including for individuals with disabilities, and uphold gender equality principles.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. The importance of gender equality being followed in the organization and policies for reporting any harassment or inappropriate behavior

KU2. How to accommodate employees with disabilities; etiquette to adhere to and proper language and terminology

KU3. How to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs.

KU4. Promote a safe, accessible and healthy workplace for disabled employees.

KU5. Health and safety related practices applicable at the workplace.

KU6. Potential hazards, risks and threats based on nature of operations; the ways to minimize these and response to these scenarios.

KU7. The code of conduct (COC) and Social Accountability standards followed by the organization/ industry

KU8. Layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points.

KU9. Reporting protocol and documentation required.

KU10. The occupational health and safety risks and methods; importance of personal protective equipment and method of use.

KU11. Identification, handling and storage of hazardous substances.

KU12. Proper disposal system for waste and by-products.

KU13. Signage related to health and safety and their meaning.

KU14. The importance of personal health and hygiene and the ill effects of usage of intoxicants such as alcohol, tobacco and drugs.

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. Create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee.

GS2. Actively take part in any discussion/workshop organized for gender sensitization training

GS3. Read and comprehend written instructions related to gender equality and Pwd awareness/issues in the organization

GS4. Identify and report any harassment or inappropriate behavior towards any employee

GS5. Identify and report any distinction, exclusion, harassment or inappropriate behavior towards any employee

GS6. Document and report any health and safety related incidents/ accidents to the authorized personnel.

GS7. Read all organizational and equipment related health and safety manuals and documents

GS8. Read instructions, guidelines/procedures/rules related to the worksite and machine operations

GS9. Keep abreast with the latest developments for innovative safety services and tools by reading brochures, pamphlets, magazines etc

GS10. Discuss the latest approach for safety and security with the team

GS11. Evaluate and use correct PPE kit and other safety gear while at the workplace

GS12. Work with supervisors/ team mates to carry out work related tasks as per schedule

GS13. Keep work area free from potential hazards

GS14. Follow organizational procedures pertaining to health and safety.

GS15. Take appropriate actions during emergencies, accidents or fire at the workplace

GS16. Resolve issues pertaining to malfunctions in machineries and report if required

GS17. Identify emergency situations; their cause & effect relationship and suggest probable solutions

GS18. Analyze, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

GS19. Create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee

GS20. Actively take part in any discussion/workshop organized for gender sensitization training

GS21. Read and comprehend written instructions related to gender equality issues in the organization

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Identify process hazards, follow medical emergency and evacuation guidelines, and promote gender and PwD sensitivity.	**22**	**12**	**-**	**6**
PC1. Demonstrate strict adherence to health, safety, gender, and PwD (People with Disability) guidelines governing the workplace environment.	4	2	-	1
PC2. Engage actively in mock drills, evacuation exercises, and group discussions pertaining to workplace safety and security protocols.	4	2	-	1
PC3. Participate in advanced training and sensitization programs focused on gender equality and PwD awareness, facilitating a more inclusive workplace environment.	4	2	-	1
PC4. Execute proper handling and maintenance of materials and equipment in accordance with established protocols and standards.	3	2	-	1
PC5. Exhibit proficiency in performing first-aid, firefighting, and other emergency response procedures, promptly adhering to organizational shutdown and evacuation protocols when necessary.	4	2	-	1
PC6. Monitor workplace conditions, identify risks, report promptly, ensure safety, including for individuals with disabilities, and uphold gender equality principles.	3	2	-	1
NOS Total	**22**	**12**	**-**	**6**

National Occupational Standards (NOS) Parameters

NOS Code	AMH/N0620
NOS Name	Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization
Sector	Apparel
Sub-Sector	Apparel, Made-Ups & Home Furnishing
Occupation	Department Supervision, Sewing, Specialized Sewing, Sampling, Ironing, Hand Embroidery, Production Supervision, Computerized Embroidery, Laying, Quality Control
NSQF Level	5
Credits	1
Version	1.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

PC1. identify employability skills required for jobs in various industries

PC2. identify and explore learning and employability portals

Constitutional values – Citizenship

To be competent, the user/individual on the job must be able to:

PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.

PC4. follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

PC5. recognize the significance of 21st Century Skills for employment

PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

PC7. use basic English for everyday conversation in different contexts, in person and over the telephone

PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English

PC9. write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

PC10. understand the difference between job and career

PC11. prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings

PC13. work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

PC14. communicate and behave appropriately with all genders and PwD

PC15. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

PC16. select financial institutions, products and services as per requirement

PC17. carry out offline and online financial transactions, safely and securely

PC18. identify common components of salary and compute income, expenses, taxes, investments etc

PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

PC20. operate digital devices and carry out basic internet operations securely and safely

PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively

PC22. use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research

PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion

PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

To be competent, the user/individual on the job must be able to:

PC26. identify different types of customers

PC27. identify and respond to customer requests and needs in a professional manner.

PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

GS3. behave politely and appropriately with all

GS4. how to work in a virtual mode

GS5. perform calculations efficiently

GS6. solve problems effectively

GS7. pay attention to details

GS8. manage time efficiently

GS9. maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
Basic English Skills	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
Career Development & Goal Setting	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
Communication Skills	**2**	**2**	**-**	**-**
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
Diversity & Inclusion	**1**	**2**	**-**	**-**
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	**2**	**3**	**-**	**-**
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
Essential Digital Skills	**3**	**4**	**-**	**-**
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Entrepreneurship	**2**	**3**	**-**	**-**
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	**1**	**2**	**-**	**-**
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	**2**	**3**	**-**	**-**
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	**20**	**30**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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. examination/training center (as per assessment criteria below)

4. Individual assessment agencies will create unique question papers for theory part for each candidate at each.

5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.

6. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP.

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

(**Please note**: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AMH/N1201.Prepare to make a design collection	20	70	-	10	100	22
AMH/N1202.Prepare prototype garments for the collection	23	81	-	11	115	26
AMH/N1203.Evaluate Design Development Processes	20	70	-	10	100	22
AMH/N1204.Maintain the work area, tools, machines and computers and greening of job roles	9	31	-	5	45	10
AMH/N0620.Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization	22	12	-	6	40	9
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	11
Total	**114**	**294**	**-**	**42**	**450**	**100**

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Glossary

Sector	Sector is a conglomeration of different business operations having similar business 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.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (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 (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications 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.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation 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/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment 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.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.