

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RUBBER INDUSTRY

### What are? Occupational Standards (OS)?

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

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### Introduction

#### Qualifications Pack- Building Operator :Converyor Belt

**SECTOR:** RUBBER INDUSTRY

**SUB-SECTOR:** Non-tyre

**OCCUPATION:** Building

**REFERENCE ID:** RSC/Q 1202

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

**Brief Job Description:** Converyor Belt building operator is responsible for assembling different componenet of belt as per given specification using appropriate machines and tools.

**Personal Attributes:** This job requires the individual to be focused and attentive to assemble various components available to commence the making of belt in raw stage. He must be able to work independently under the guidance of the supervisor. He should be comfortable in performing labourius work and willing to learn the efficient methods of assembling operation.

Job Details	<b>Qualifications Pack Code</b>	<b>RSC/Q 1202</b>		
	<b>Job Role</b>	<b>Building Conveyor Belt</b>		
	<b>Credits(NSQF)</b>	<b>4</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>02/12/14</b>
	<b>Sub-sector</b>	<b>Non- tyre</b>	<b>Last reviewed on</b>	<b>02/12/14</b>
	<b>Occupation</b>	<b>Building</b>	<b>Next review date</b>	<b>02/12/15</b>
	<b>NSQC Cleanace on</b>	<b>18/06/2015</b>		

<b>Job Role</b>	<b>Building Operator : Conveyor Belt</b>
<b>Role Description</b>	Conveyor Belt building operator is responsible for building and assembling different component of belt in Raw stage per given specification using appropriate machines & tools
<b>NSQF level</b>	4
<b>Minimum Educational Qualifications*</b>	Class X/ITI
<b>Maximum Educational Qualifications*</b>	ITI/Graduate in Science
<b>Training</b> (Suggested but not mandatory)	Training on operation of building and assembling of components
<b>Minimum Job Entry Age</b>	18 years
<b>Experience</b>	Worked as a semi-skilled helper for 3-6 months in the same role
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li><a href="#">RSC/ N 1204 (Prepare material, tools and machine for building &amp; assembly)</a></li> <li><a href="#">RSC/ N 1205 (Perform building operation of belt using tools and machine)</a></li> <li><a href="#">RSC/ N 1206 (Perform post building and assembling activities)</a></li> <li><a href="#">RSC/ N 5001 (To carry out housekeeping)</a></li> <li><a href="#">RSC/ N 5002 (To carry out reporting and documentation)</a></li> <li><a href="#">RSC/ N 5003 (To carry out quality checks)</a></li> <li><a href="#">RSC/ N 5004 (To carry out problem identification and escalation)</a></li> </ol> <b>Optional:</b> NA
<b>Performance Criteria</b>	As described in the relevant OS units

Qualifications Pack For Building Operator: Conveyer Be

Keywords /Terms	Description
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
OS	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
NOS	NOS are Occupational Standards which apply uniquely in the Indian context.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Unit Code	Unit Code is a unique identifier for an Occupational Standard, which is denoted by an 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
Organizational Context	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills or Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS , these include communication related skills that are applicable to most job roles.

# National Occupational Standard



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## Overview

This unit is about preparing material, tools and machine for building Conveyor Belt.

**Prepare material, tools and machine for building conveyor belt Assembly**

<b>Unit Code</b>	<b>RSC / N 1204</b>
<b>Unit Title (Task)</b>	<b>Prepare material, tools and machine for Building Conveyor Belt</b>
<b>Description</b>	This unit is about preparing material, tools and machine for building Conveyor Belt
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure housekeeping and safety in building area</li> <li>• Prepare the tools and machine for building of the belt</li> <li>• Move the required material building area to carry out building operations</li> <li>• Keep build Raw belt in proper place</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Equipment readiness</b>	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. Ensure the availability of all required cutting tools and tackle working table</p> <p>PC2. Ensure that the tools (hand gloves , scissor ,knife, poker , sticker , scale &amp; machine) are clean and ready to use</p> <p>PC3. Check the functioning of machine let off / windup</p> <p>PC4. Set parameters for the machine as per the organizational SOP.</p> <p>PC5. Place the tools on a safe location and quick apporacble</p> <p>PC6. Check the sharpness of the knife / scissor for the building purpose for smooth operation</p>
<b>Raw material appropriateness</b>	<p>PC1. Ensure that Fabric Ply, Rubber liner are approved by the laboratory.</p> <p>PC2. Move the required component like Ply. Rubber liner are move near to assembly bed and kept above ground on some skid / platform</p> <p>PC3. Ply roll and Rubber liner roll with proper Identification should be handled properly</p> <p>PC4. Check the making of belt as per schedule given by the planning department</p> <p>PC5. All required component should be as per plan and Technical SOP</p>
<b>Health &amp; Safety</b>	<p>PC6. Ensure the use of Tools is OK and having all min safety tested aspect and machine and check their functioning.</p> <p>PC7. Adhere to all safety norms (such as wearing protective gloves and shoes).</p> <p>PC8. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
<b>Knowledge and Understanding (K)</b>	

**Prepare material, tools and machine for building conveyor belt Assembly**

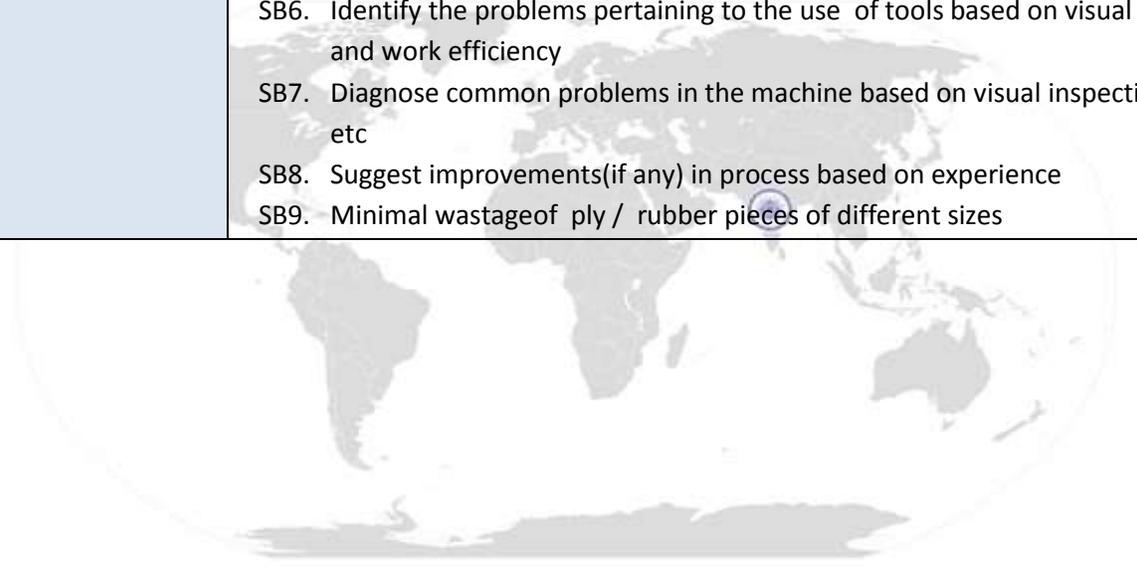
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> <li>KA1. Implications of poorly prepared (less sharpen) tools.</li> <li>KA2. Importance of identifying non-conforming materials and their storage.</li> <li>KA3. Risk and impact of not following defined procedures/work instructions.</li> <li>KA4. Escalation matrix for reporting identified problems</li> <li>KA5. Records to be maintained and the implications of their non-maintenance.</li> <li>KA6. Importance of housekeeping activities.</li> <li>KA7. Health, safety and environment guidelines, legislation and regulations as applicable.</li> <li>KA8. Personal protection (which protective equipment to be used and how).</li> <li>KA9. Impact of poor practices on health, safety and environment.</li> <li>KA10. Potential hazards and actions to minimize them.</li> <li>KA11. The escalation matrix and procedures for reporting hazard</li> <li>KA12. Impact of various practices on cost, quality, productivity, delivery and safety.</li> <li>KA13. Handover/Takeover of the equipment/work area as per the organizational SOP.</li> </ul>
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> <li>KB1. Selection of a cutting tool based on the component size and its importance.</li> <li>KB2. Sharpening of knives / use of sticker</li> <li>KB3. Use of scale / measuring tape</li> <li>KB4. Setting the parameters of ply loading on machine let off</li> <li>KB5. Optimal utilization of material while undertaking assembly for different sizes</li> <li>KB6. Various abnormalities and suitable response for abnormalities in equipment performance.</li> <li>KB7. Implication if let off stand is jammed due to unknown reason</li> <li>KB8. Proper adhesion of ply and Rubber Inner liner</li> <li>KB9. Implications of delays in the wrongly ply cutting</li> <li>KB10. Types of defects leading to rejections and there, reasons and possible solutions.</li> <li>KB11. Cleanliness and safety requirements for commencing building operation.</li> <li>KB12. Units of measurement.</li> <li>KB13. Response to injuries while handling knives and cutter/ heavy material</li> <li>KB14. Knowledge of appropriate batch sizes with respect to requirement.</li> <li>KB15. Knowledge of first aid treatment to address any cut/injury</li> </ul>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b> The user/ individual on the job needs to know and understand how to: <ul style="list-style-type: none"> <li>SA1. Construct simple sentences and prepare tags</li> <li>SA2. Fill up appropriate forms and activity logs in required format of the company</li> <li>SA3. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as</li> </ul>

**Prepare material, tools and machine for building conveyor belt Assembly**

	estimation and approximation, for practical purposes
	<b>Reading and Understanding Skills</b>
	The user/individual on the job needs to know and understand how to: SA4. Read and understand manuals, health and safety instructions, memos, reports, job cards etc SA5. Read images, graphs, diagrams SA6. Understand the various coding systems as per company norms
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA7. Express statements, opinions or information clearly so that others can hear and understand SA8. Respond appropriately to any queries SA9. Communicate with supervisor SA10. Communicate with upstream and downstream teams SA11. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)
	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA12. Practice honesty with respect to company property and time SA13. Communicate with people in a form and manner and using language that is open and respectful SA14. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA15. Take responsibility for completing one's own work assignment SA16. Take initiative to enhance/learn skills in one's area of work SA17. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyze one's learning. SA18. Is open to new ways of doing things SA19. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
	The user/individual on the job needs to know and understand how to: SA20. Avoid absenteeism SA21. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA22. Work in disciplined factory environment

**Prepare material, tools and machine for building conveyor belt Assembly**

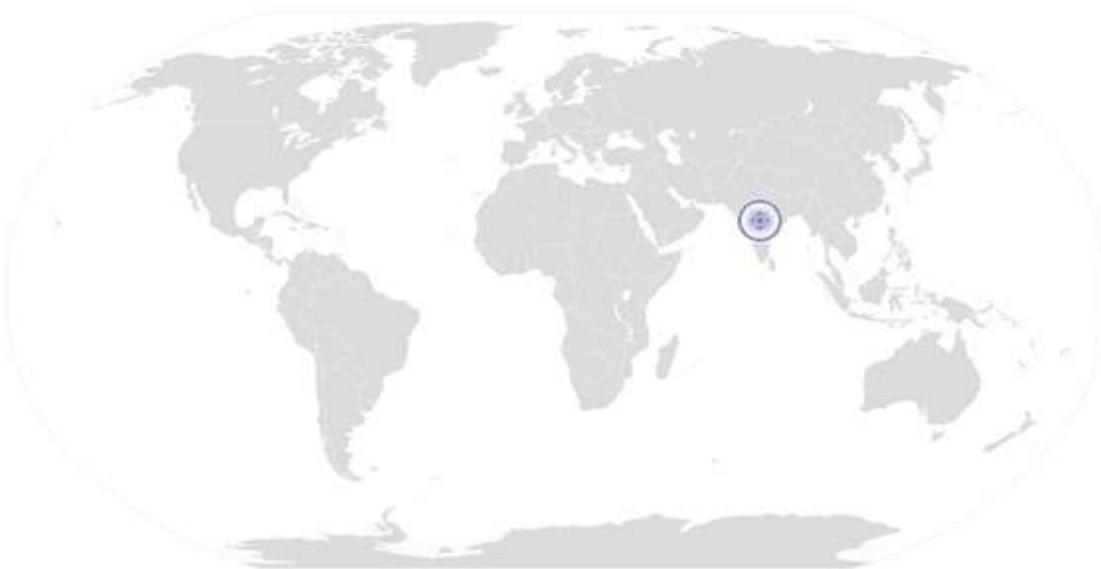
	SA23. Be punctual
<b>B. Professional Skills</b>	<b>Material and Equipment Handling</b>
	The user/individual on the job needs to know and understand how to: SB1. Handle building / assembly tools and machine operation SB2. Handle the Rubbished ply and inner liners SB3. Handling of assembled parts SB4. Handling of various types of material handling equipment like forklifts, trolleys SB5. The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB6. Identify the problems pertaining to the use of tools based on visual inspection and work efficiency SB7. Diagnose common problems in the machine based on visual inspection, sound, etc SB8. Suggest improvements(if any) in process based on experience SB9. Minimal wastageof ply / rubber pieces of different sizes



## Prepare material, tools and machine for building conveyor belt Assembly

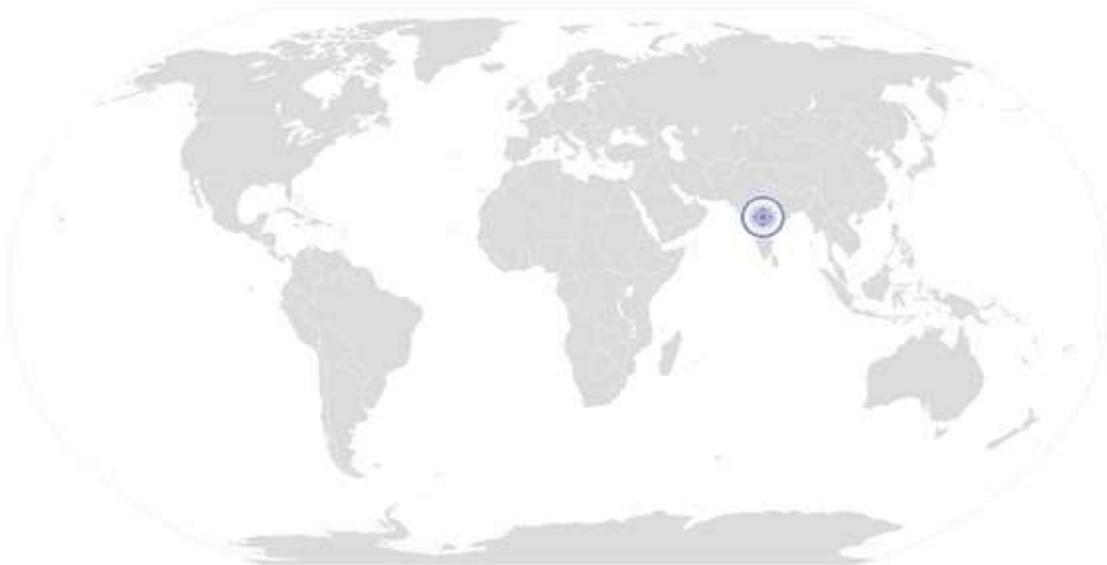
### NOS Version Control

<b>NOS Code</b>	RSC / N 1204		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	NonTyre	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Building	<b>Next review date</b>	02/12/15



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# National Occupational Standard



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## Overview

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

<b>Unit Code</b>	<b>RSC / N 1205</b>
<b>Unit Title (Task)</b>	<b>Perform building operation of belt using tools and machine</b>
<b>Description</b>	This unit is about performing building and assembly of belt using tools and machine
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure housekeeping and safety in cutting area.</li> <li>• Cut rubber bales using appropriate cutting tool (knives).</li> <li>• Operate the assembling machine</li> <li>• Load ply and inner liner rolls on the machine.</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Raw material appropriateness</b>	<p>To be competent, the user/individual on the job must be able to :</p> <p>PC1. Ensure, through visual inspections of used ID tags that Rubber ply &amp; rubber liner is of the desired quality including width and angle</p>
<b>Operation</b>	<p>PC2. Cut ply &amp; inner liner made with rubber pieces as per the required specification</p> <p>PC3. Use scissor or knife to cut the ply and inner liners as per Company provided SOP</p> <p>PC4. Load cut ply and inner on the let off the machine appropriately in the machine to assemble it as per the required specification</p> <p>PC5. Pull out inner liner from Poly / cotton liner and spread over working table</p> <p>PC6. Pull out Ply of desired width and angle put on top of inner liner</p> <p>PC7. If SOP call put another layer of ply in opposite direction followed by top layer of liner rubber</p> <p>PC8. Stitch properly and remove trapped air</p> <p>PC9. Monitor the machine properly during the building up operation.</p>
<b>Health &amp; Safety</b>	<p>PC10. Handle the material using hand gloves and other safety equipment.</p> <p>PC11. Adhere to all safety norms (such as wearing protective gloves and shoes, safety mask etc)</p> <p>PC12. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational</b>	The user/individual on the job needs to know and understand:

**Perform building operation of belt using tools and machi**

<p><b>Context</b> (Knowledge of the company/ organization and its processes)</p>	<p>KA1. Building up / assembling operation and its importance of accuracy</p> <p>KA2. Implications of poorly prepared / defective tools.</p> <p>KA3. The material disposal procedure, importance of appropriate disposal of material and implications of not following the material disposal procedure.</p> <p>KA4. How to conduct quality and damage checks and their importance.</p> <p>KA5. Importance of identifying non-conforming products and their storage.</p> <p>KA6. Risk and impact of not following defined procedures/work instructions.</p> <p>KA7. The escalation matrix for reporting identified issues.</p> <p>KA8. Types of documentation in the organization and their importance.</p> <p>KA9. Records to be maintained and the implications of their non-maintenance.</p> <p>KA10.Importance of housekeeping &amp; good shop floor practices</p> <p>KA11.Health, safety and environment guidelines, legislations and regulations, as applicable.</p> <p>KA12.Personal protection (which protective equipment to be used and how).</p> <p>KA13.Impact of poor practices on health, safety and environment.</p> <p>KA14.Potential hazards and actions to minimize them.</p> <p>KA15.The escalation matrix and procedures for reporting hazards.</p> <p>KA16.Importance of FIFO</p> <p>KA17.Impact of various practices on cost, quality, productivity, delivery and safety.</p> <p>KA18.Handover/Takeover of the equipment/work area as per organizational SOP.</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Building / assembly operation using various tools and machine.</p> <p>KB2. Cleanliness and safety requirements for commencing assembly operation.</p> <p>KB3. Building techniques using stitched , poker and knife</p> <p>KB4. Operation of machine (equipment working, possible setting levels and typical processes followed for different for different six of the belt</p> <p>KB5. Functioning of scissor / knives and their appropriate sharpness</p> <p>KB6. Effects of improper size cutting on the properties of Ply / rubber products.</p> <p>KB7. The process and importance of quality checks.</p> <p>KB8. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB9. Potential problems in the building operation.</p> <p>KB10. Units of measurement.</p> <p>KB11. Knowledge of first aid treatment to respond to injuries.</p> <p>KB12. Knowledge of cutting appropriate piece sizes with respect to appropriate tools and machinery.</p> <p>KB13. When to remove trapped air while making / building belt</p>
<p><b>Skills (S)</b></p>	

**Perform building operation of belt using tools and machi**

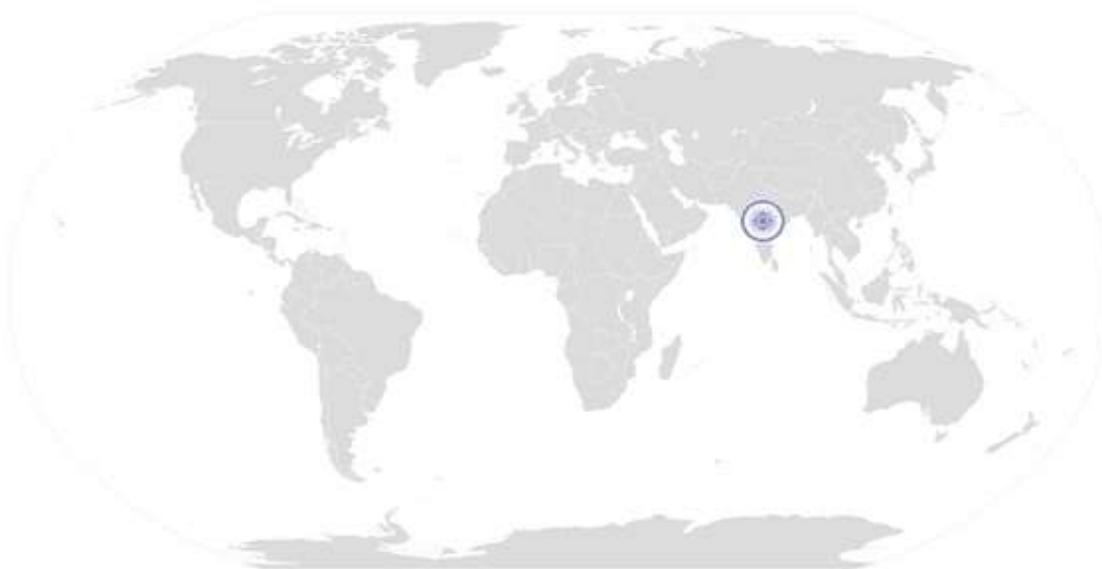
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and prepare tags / writing details on assembled Raw belt</p> <p>SA2. Fill up appropriate forms and activity logs in required format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

**Perform building operation of belt using tools and machin**

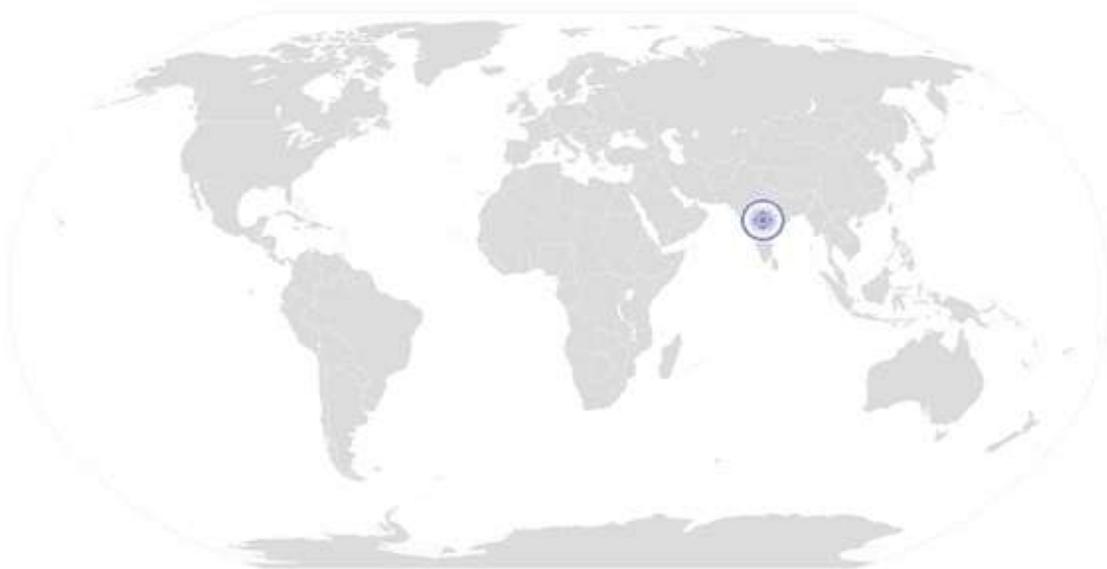
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA20. Avoid absenteeism</p> <p>SA21. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA22. Work in disciplined factory environment</p> <p>SA23. Be punctual</p>
<b>B. Professional Skills</b>	<b>Material and Equipment Handling</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle pressuring roller / stickers &amp; tools and machine</p> <p>SB2. Handle Ply and Inner liner rolls</p> <p>SB3. Handle assembled green belt</p> <p>SB4. Handling of various types of material handling equipment like forklifts, trolleys etc</p>
	<b>Analytical Thinking</b>
<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Identify the problems pertaining to the sharpening of tools based on visual inspection and work efficiency</p> <p>SB2. Diagnose common problems in the machine based on visual inspection, sound etc</p> <p>SB3. Suggest improvements(if any) in process based on experience</p> <p>SB4. Optimal use of rubber bales to cut pieces of different sizes with minimal wastage</p> <p>SB5. No mix up of two different size and type of Ply and Rubber liner</p>	

## NOS Version Control

<b>NOS Code</b>	RSC / N 1205		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	NonTyre	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Building	<b>Next review date</b>	02/12/15



# National Occupational Standard



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## Overview

This unit is about performing activities after building of conveyor belt.

<b>Unit Code</b>	<b>RSC / N 1206</b>
<b>Unit Title (Task)</b>	<b>Perform post – building / assembling activities</b>
<b>Description</b>	This unit is about performing post building of conveyor belt
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensuring housekeeping and safety in the building area</li> <li>• Appropriate storage of raw conveyor belt</li> <li>• Mark the lot with proper identification for further processing</li> <li>• Arrange for keeping the Raw belt at designated place</li> <li>• Put the all tools at designated place</li> <li>• Arrange for placing/storing the remaining portions of the ply rubber at proper place with proper identification</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Operation</b>	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. Clean tools and keep the tools at designated place after the completion of building operation.</p> <p>PC2. Organize to keep the ply and liner rubber rolls appropriately.</p> <p>PC3. Proper marking of Ply rolls and liner rolls with, specified size and quantity, date, shift and the operator's name.</p> <p>PC4. Remove remaining portions of the ply and liner rubber from the cutting area.</p> <p>PC5. Send the remaining material to designated storage areas.</p> <p>PC6. Maintain proper record of use component detail and prepared belt</p>
<b>Material disposal</b>	PC7. Dispose of waste material safely, as per organizational SOP.
<b>Batch Marking</b>	PC8. Ensure identification and traceability by batch marking/coding for the right product as per the instructions laid down by the company (in terms of batch number, weight, color and date stamp).
<b>Sampling</b>	PC9. Send samples of specified batches in specified form to an accredited lab for testing and quality verification
<b>Health &amp; Safety</b>	<p>PC10. Handle the material using hand gloves and other safety equipment.</p> <p>PC11. Adhere to all safety norms (such as wearing protective gloves, shoes, safety goggles etc).</p> <p>PC12. Comply with health, safety, environment guidelines and regulations in</p>

	accordance with international/national standards or the organizational standards.
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Implications of inappropriate ply width /thickness.</p> <p>KA2. Significance of wrong size marking.</p> <p>KA3. Importance of identifying non-conforming products and their storage.</p> <p>KA4. Risk and impact of not following defined procedures/work instructions.</p> <p>KA5. The escalation matrix and procedures for reporting identified problems.</p> <p>KA6. Types of documentation in the organization and their importance.</p> <p>KA7. Records to be maintained and the implications of their non-maintenance.</p> <p>KA8. Importance of housekeeping &amp; good shop floor practices</p> <p>KA9. Health, safety, and environment guidelines, legislations and regulations as applicable.</p> <p>KA10. Personal protection (which protective equipment to be used and how).</p> <p>KA11. Potential hazards and actions to minimize them.</p> <p>KA12. Impact of poor practices on health, safety and environment.</p> <p>KA13. The escalation matrix and procedures for reporting hazards.</p> <p>KA14. Handover/Takeover of the equipment/work area as per organizational SOP.</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Appropriate method of storage of Ply and Inner liner rubber rolls</p> <p>KB2. Methods for removing remaining portions from the assembling area</p> <p>KB3. Process and importance of dimensional and quality checks.</p> <p>KB4. Size marking techniques.</p> <p>KB5. Implications of incorrect size marking.</p> <p>KB6. Implications of inappropriate waste disposal.</p> <p>KB7. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB8. Units of measurement.</p> <p>KB9. Coding systems for identification and traceability.</p> <p>KB10. Knowledge of weighing scales / measuring scale.</p> <p>KB11. Knowledge of the storage life of product</p> <p>KB12. The usage of placing different types of tags for not using defective tools and visual sign on such tools</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and place tags</p> <p>SA2. Fill up appropriate forms and activity logs in required format of the company</p> <p>SA3. Perform functional mathematical operations, including apply basic</p>

### Perform Post-Building and Assembling Activities

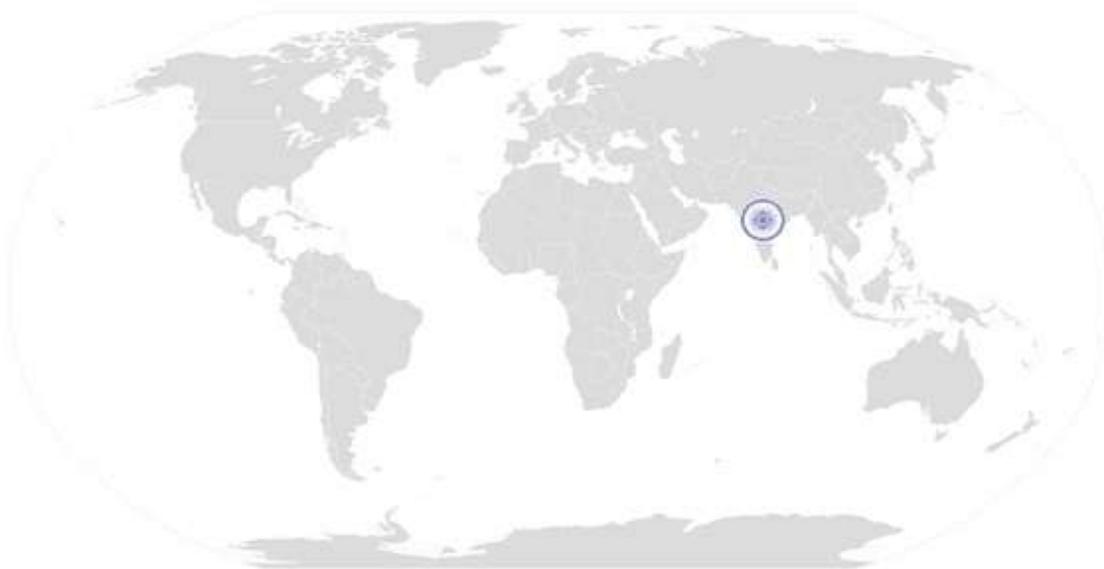
	<p>mathematical principles, such as numbers and space, and techniques such as estimation and approximation, for practical purposes</p>
	<p><b>Reading and Understanding Skills</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA4. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA5. Read images, graphs, diagrams</p> <p>SA6. Understand the various coding systems as per company norms</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA8. Respond appropriately to any queries</p> <p>SA9. Communicate with supervisor</p> <p>SA10. Communicate with upstream and downstream teams</p> <p>SA11. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)</p>
	<p><b>Integrity</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA12. Practice honesty with respect to company property and time</p> <p>SA13. Communicate with people in a form and manner and using language that is open and respectful</p> <p>SA14. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust</p>
	<p><b>Motivation</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA15. Take responsibility for completing one's own work assignment</p> <p>SA16. Take initiative to enhance/learn skills in one's area of work</p> <p>SA17. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyze one's learning.</p> <p>SA18. Is open to new ways of doing things</p> <p>SA19. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.</p>
	<p><b>Reliability</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA20. Avoid absenteeism</p> <p>SA21. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA22. Work in disciplined factory environment</p> <p>SA23. Be punctual</p>

<b>B. Professional Skills</b>	<b>Material and Equipment Handling</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle building tools and machine.</p> <p>SB2. Handle ply and Rubber rolls</p> <p>SB3. Handle fabric empty liners</p> <p>SB4. Handling of various types of material handling equipment like forklifts, trolleys</p> <p>SB5. The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.</p>
	<b>Analytical Thinking</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB6. Identify the problems pertaining to the sharpening of tools based on visual inspection and work efficiency</p> <p>SB7. Diagnose common problems in the machine based on visual inspection, sound etc</p> <p>SB8. Suggest improvements(if any) in process based on experience</p> <p>SB9. Optimal use of ply and inner liner rolls of different sizes with minimal wastage</p>

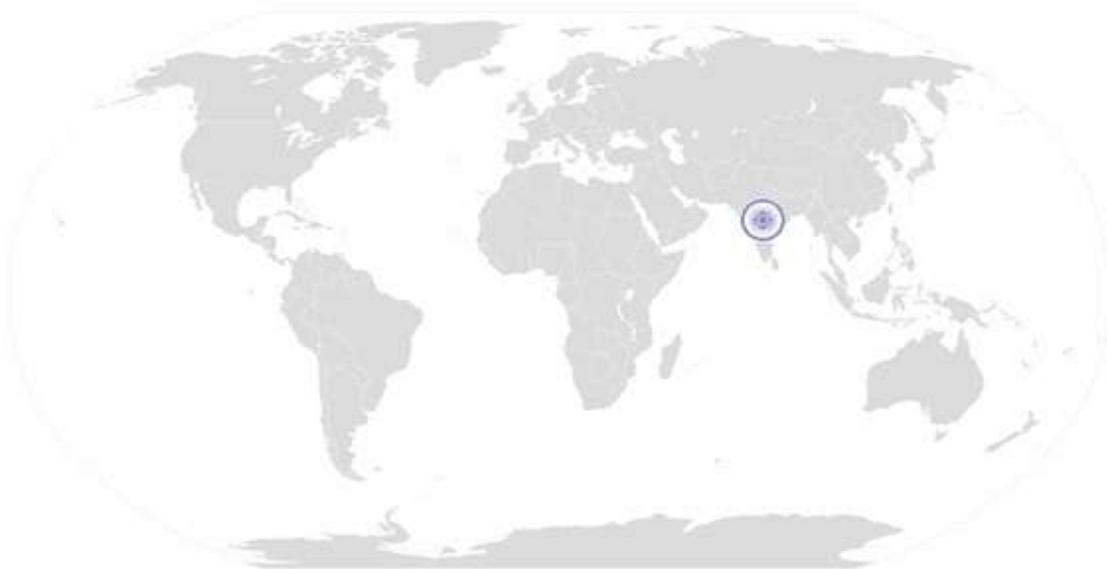


**RSC / N 1206**
**Perform Post-Building and Assembling Activities**
**NOS Version Control**

<b>NOS Code</b>	RSC / N 1206		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	NonTyre	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Building	<b>Next review date</b>	02/12/15


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# National Occupational Standard



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## Overview

This unit is about carrying out housekeeping

**RSC / N 5001**
**Carry Out Housekeeping Activities**

<b>Unit Code</b>	<b>RSC / N 5001</b>
<b>Unit Title (Task)</b>	<b>To carry out housekeeping</b>
<b>Description</b>	This unit is about carrying out housekeeping activities
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Preparing for housekeeping activities</li> <li>• Carry out housekeeping activities</li> <li>• Post housekeeping activities</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Pre housekeeping activities</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Inspect the area while taking into account various surfaces</p> <p>PC2. Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain</p> <p>PC3. Ensure that the cleaning equipment is in proper working condition</p> <p>PC4. Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person</p> <p>PC5. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces</p> <p>PC6. Inform the affected people about the cleaning activity</p> <p>PC7. Display the appropriate signage for the work being conducted</p> <p>PC8. Ensure that there is adequate ventilation for the work being carried out</p> <p>PC9. Wear the personal protective equipment required for the cleaning method and materials being used</p>
<b>Operations</b>	<p>PC10. Use the correct cleaning method for the work area, type of soiling and surface</p> <p>PC11. Carry out cleaning activity without disturbing others</p> <p>PC12. Deal with accidental damage, if any, caused while carrying out the work</p> <p>PC13. Report to the appropriate person any difficulties in carrying out your work</p> <p>PC14. Identify and report to the appropriate person any additional cleaning required that is outside one's responsibility or skill</p>
<b>Post housekeeping activities</b>	<p>PC15. Ensure that there is no oily substance on the floor to avoid slippage</p> <p>PC16. Ensure that no scrap material is lying around</p> <p>PC17. Maintain and store housekeeping equipment and supplies</p>

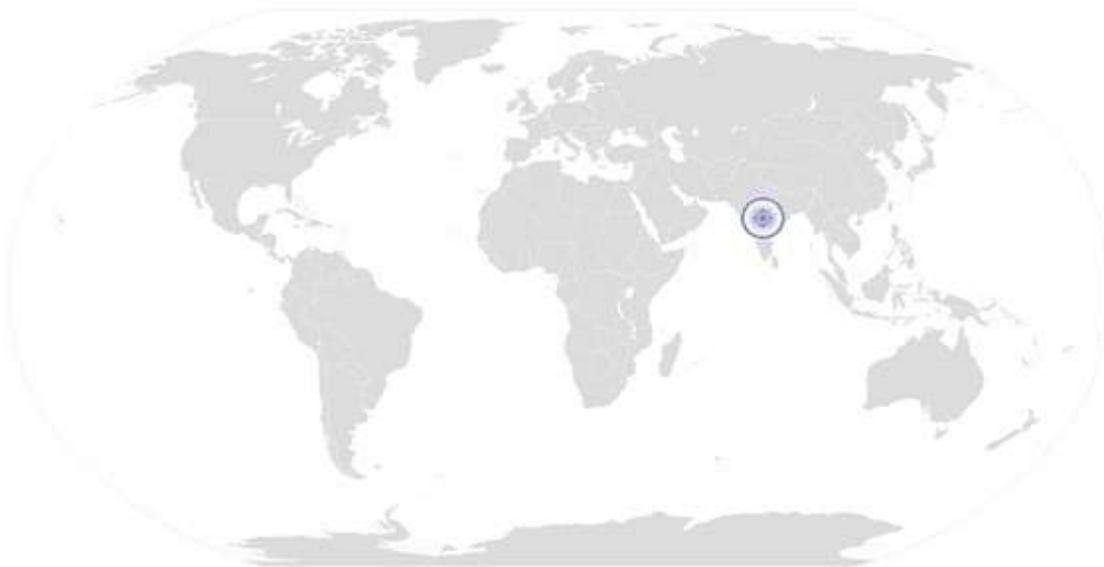
### Carry Out Housekeeping Activities

	<p>PC18. Follow workplace procedures to deal with any accidental damage caused during the cleaning process</p> <p>PC19. Ensure that, on completion of the work, the area is left clean and dry and meets requirements</p> <p>PC20. Return the equipment, materials and personal protective equipment that were used to the right places making sure they are clean, safe and securely stored</p> <p>PC21. Dispose the waste garnered from the activity in an appropriate manner</p> <p>PC22. Dispose of used and un-used solutions according to manufacturer's instructions, and clean the equipment thoroughly</p>
<p><b>General</b></p>	<p>PC23. Maintain schedules and records for housekeeping duty</p> <p>PC24. Replenish any necessary supplies or consumables</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The levels of hygiene required by workplace and why it is important to maintain them during your work</p> <p>KB2. How to inspect a work area to decide what cleaning it needs</p> <p>KB3. Methods and materials that used for cleaning variety of surfaces</p> <p>KB4. The types of cleansing agents that are not to be mixed together</p> <p>KB5. The correct method for cleaning equipment and/or machinery used during your work</p> <p>KB6. The importance of personal protective equipment</p> <p>KB7. Appropriate personal protective equipment for the work area, cleaning equipment, tools, materials and chemicals used</p> <p>KB8. The correct sequence for cleaning the work area</p> <p>KB9. The time taken by the treatment to work</p> <p>KB10. The importance of following manufacturer's instructions on cleaning agents</p> <p>KB11. The most appropriate place to carry out test cleans and why this should be done before applying treatments</p> <p>KB12. The importance of applying treatments evenly and the effect of not doing this</p> <p>KB13. Process of cleaning the surfaces without causing injury or damage</p> <p>KB14. The method to check the treated surface and equipment on completion of cleaning</p> <p>KB15. Procedures for reporting any unidentified soiling</p> <p>KB16. Procedures for disposing of waste</p> <p>KB17. Procedures for disposing off or storing personal protective equipment</p> <p>KB18. Escalation procedures for soils or stains that could not be removed</p>

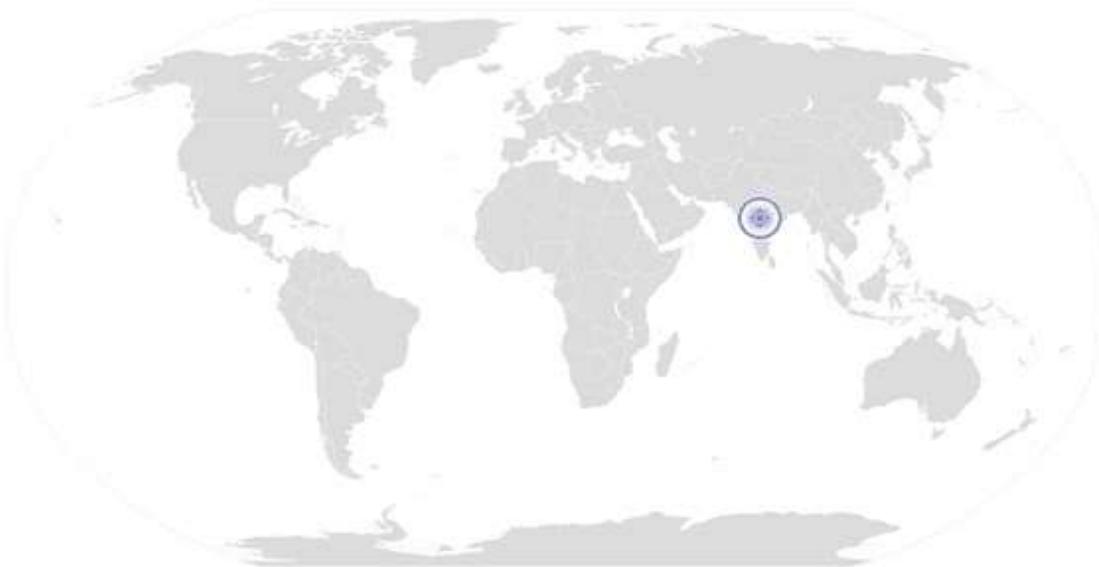
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Construct simple sentences and express ideas clearly through written communication SA2. Fill up appropriate technical forms, process charts, activity logs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

**Carry Out Housekeeping Activities**

	SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
	The user/individual on the job needs to know and understand how to: SA21. Avoid absenteeism SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA23. Work in disciplined factory environment SA24. Be punctual

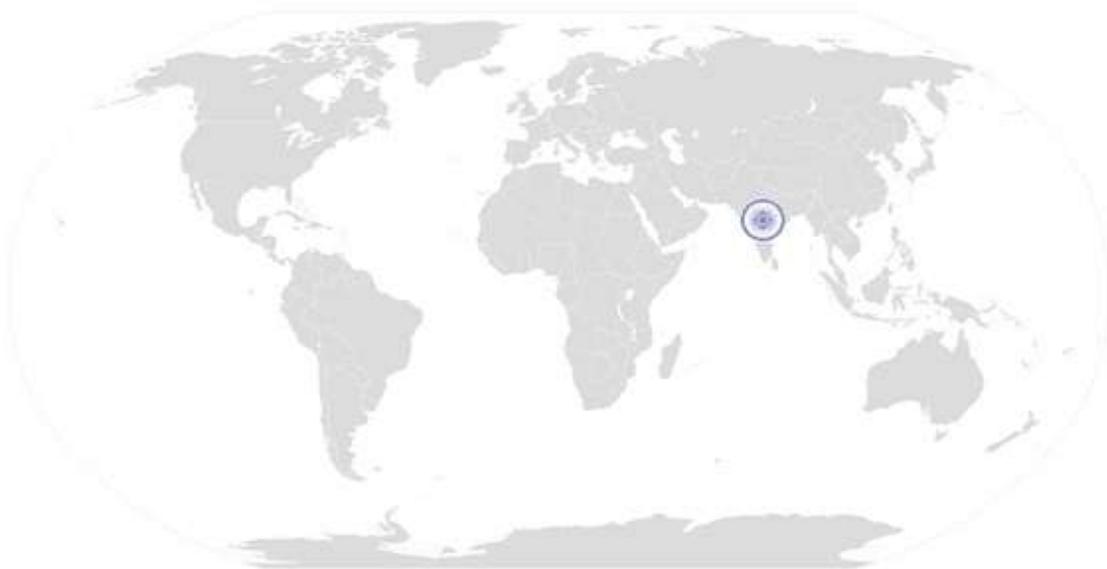


<b>NOS Code</b>	<b>RSC / N 5001</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>04/06/14</b>
<b>Industry Sub-sector</b>	<b>NonTyre</b>	<b>Last reviewed on</b>	<b>14/06/14</b>
<b>Occupation</b>	<b>Building</b>	<b>Next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



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# National Occupational Standard



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## Overview

This unit is about reporting and documentation

## To Carry Out Reporting And Documentation

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

**To Carry Out Reporting And Documentation**

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

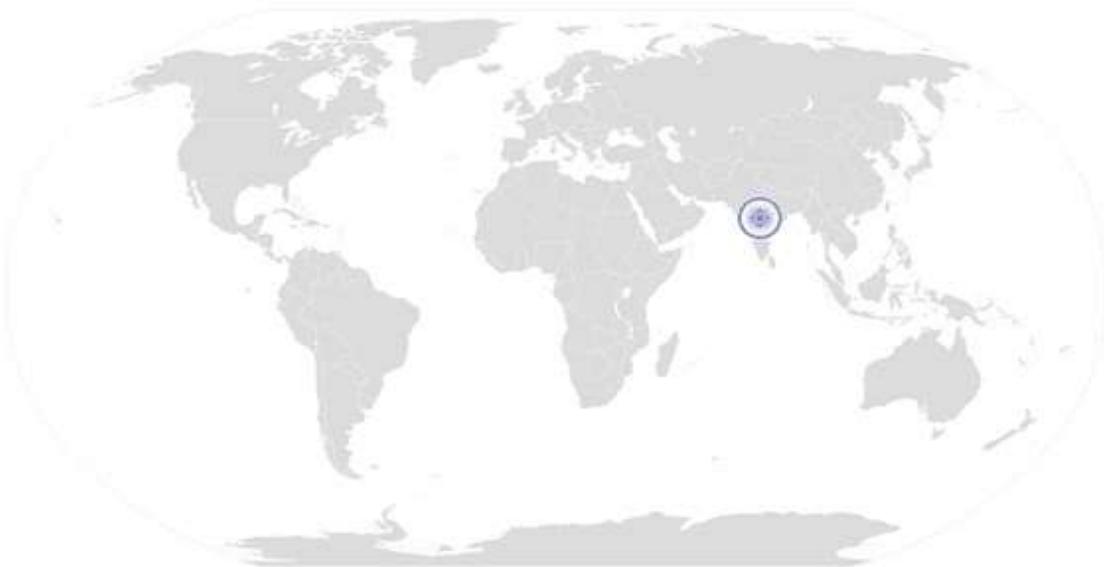
**To Carry Out Reporting And Documentation**

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

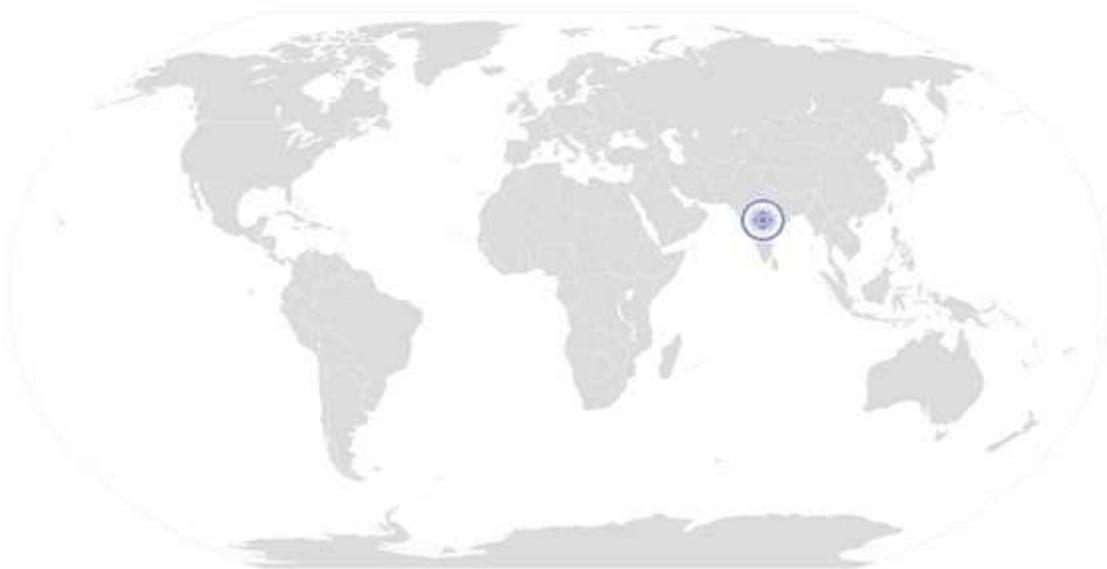
## NOS Version Control

**To Carry Out Reporting And Documentation**

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


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# National Occupational Standard



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## Overview

This unit is about carrying out quality checks

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

### To Carry Out Quality Checks

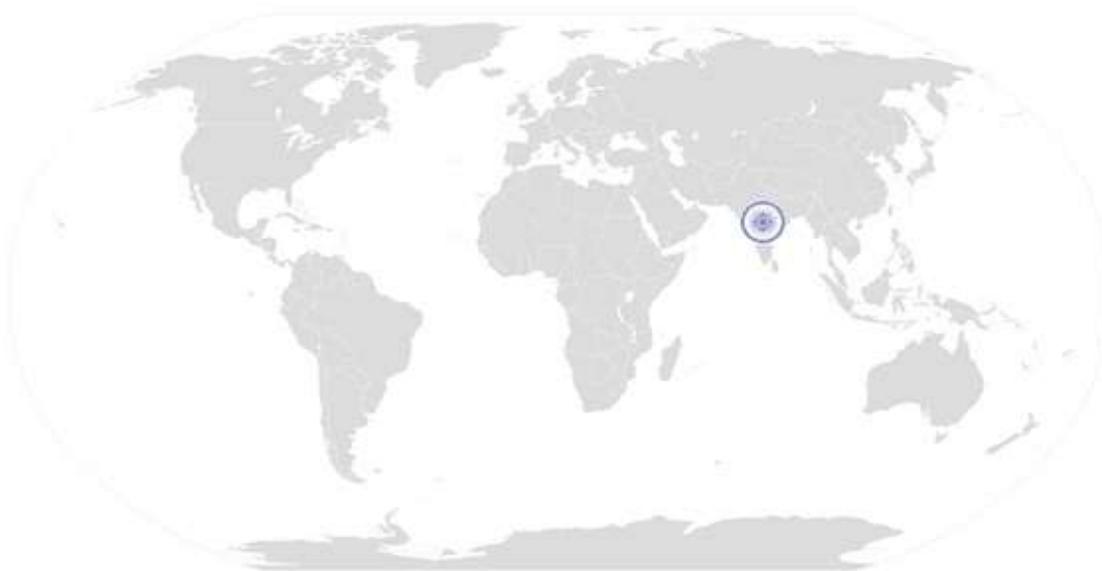
	<p>achievement of the quality objectives,</p> <p>KB3. Proper procedure for selecting the material/product and performing quality checks without affecting the material</p> <p>KB4. Availability of work instructions, as necessary,</p> <p>KB5. Characteristics of the product/material</p> <p>KB6. Use of suitable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

**To Carry Out Quality Checks**

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

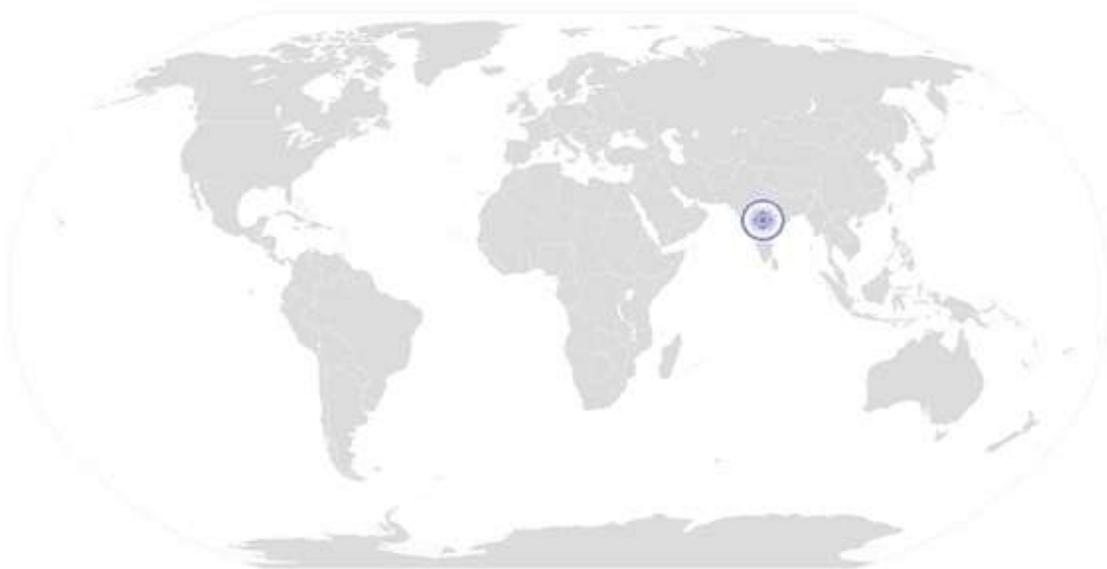
## NOS Version Control

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



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# National Occupational Standard



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## Overview

This unit is about problem identification and escalation

## To Carry Out Problem Identification And Escalation

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

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

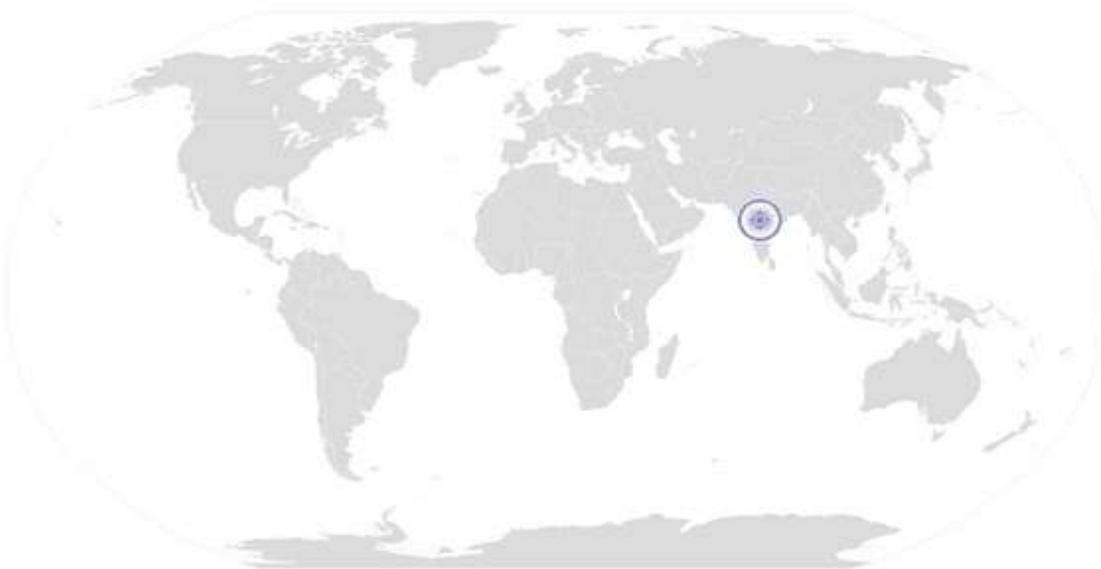
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	estimation and approximation, for practical purposes
	<b>Reading and Understanding Skills</b>
	The user/individual on the job needs to know and understand how to: SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc SA6. Read images, graphs, diagrams SA7. Understand the various coding systems as per company norms
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA8. Express statements, opinions or information clearly so that others can hear and understand SA9. Respond appropriately to any queries SA10. Communicate with supervisor SA11. Communicate with upstream and downstream teams SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)
	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment SA17. Take initiative to enhance/learn skills in one's area of work SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyze one's learning. SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
	The user/individual on the job needs to know and understand how to: SA21. Avoid absenteeism SA22. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA23. Work in disciplined factory environment SA24. Be punctual

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## NOS Version Control

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


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**CRITERIA FOR ASSESSMENT OF TRAINEES**

**Job Role**                      Building Operator : Conveyor Belt

**Qualification Pack**        RSC/ Q 1202

**Sector Skill Council**       Rubber Skill Development Council

**Guidelines for Assessment**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

			<b>Marks Allocation</b>		
<b>NOS</b>	<b>Elements</b>	<b>Performance Criteria</b>	<b>Total</b>	<b>Theory</b>	<b>Practical</b>
RSC / N 1204 Prepare material, tools and machine	Equipme nt readiness	PC1. Ensure the availability of all required cutting tools and tackle working table	1	0	1
		PC2. Ensure that the tools (hand gloves , scissor ,knife, poker , sticker , scale & machine) are clean and ready to use	2	0	2
		PC3. Check the functioning of machine let off / windup	16	8	8
		PC4. Set parameters for the machine as per the organizational SOP.	16	10	6

for building conveyor belt Assembly		PC5. Place the tools on a safe location and quick apporable	2	0	2	
		PC6. Check the sharpness of the knife / scissor for the building purpose for smooth operation	7	3	4	
	Raw material appropriateness		PC7. Ensure that Fabric Ply, Rubber liner are approved by the laboratory.	3	3	0
			PC8. Move the required component like Ply. Rubber liner are move near to assembly bed and kept above ground on some skid / platform	4	0	4
			PC9. Ply roll and Rubber liner roll with proper Identification should be handled properly	11	8	3
			PC10. Check the making of belt as per schedule given by the planning department	5	5	0
			PC11. All required component should be as per plan and Technical SOP	8	6	2
	Health & Safety		PC12. Ensure the use of Tools is OK and having all min safety tested aspect and machine and check their functioning.	16	10	6
			PC13. Adhere to all safety norms (such as wearing protective gloves and shoes).	6	4	2
			PC14. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	3	3	0
				100	60	40
RSC / N 1205 Perform building operation of belt using tools and machine	Raw material appropriateness	PC1. Ensure, through visual inspections of used ID tags that Rubber ply & rubber liner is of the desired quality including width and angle	14	5	9	
	Operation	PC2. Cut ply & inner liner made with rubber pieces as per the required specification	15	6	9	
		PC3. Use scissor or knife to cut the ply and inner liners as per Company provided SOP	6	2	4	
		PC4. Load cut ply and inner on the let off the machine appropriately in the machine to assemble it as per the required specification	11	3	8	
		PC5. Pull out inner liner from Poly / cotton liner and spread over working table	6	2	4	
		PC6. Pull out Ply of desired width and angle put on top of inner liner	6	2	4	
		PC7. If SOP call put another layer of ply in opposite direction followed by top layer of liner rubber	8	3	5	

		PC8. Stitch properly and remove trapped air	8	3	5
		PC9. Monitor the machine properly during the building up operation.	7	3	4
	Health & Safety	PC10. Handle the material using hand gloves and other safety equipment.	8	5	3
		PC11. Adhere to all safety norms (such as wearing protective gloves and shoes, safety mask etc)	9	4	5
		PC12. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	2	2	0
			100	40	60
RSC / N 1206 Perform Post- Building and Assembling Activities	Operatio n	PC1. Clean tools and keep the tools at designated place after the completion of building operation.	2	0	2
		PC2. Organize to keep the ply and liner rubber rolls appropriately.	6	4	2
		PC3. Proper marking of Ply rolls and liner rolls with, specified size and quantity, date, shift and the operator's name.	18	12	6
		PC4. Remove remaining portions of the ply and liner rubber from the cutting area.	5	2	3
		PC5. Send the remaining material to designated storage areas.	5	5	0
		PC6. Maintain proper record of use component detail and prepared belt	14	8	6
	Material disposal	PC7. Dispose of waste material safely, as per organizational SOP.	5	0	5
	Batch Marking	PC8. Ensure identification and traceability by batch marking/coding for the right product as per the instructions laid down by the company (in terms of batch number, weight, color and date stamp).	12	6	6
	Sampling	PC9. Send samples of specified batches in specified form to an accredited lab for testing and quality verification	9	9	0
	Health & Safety	PC10. Handle the material using hand gloves and other safety equipment.	12	6	6
		PC11. Adhere to all safety norms (such as wearing protective gloves, shoes, safety goggles etc).	9	5	4
		PC12. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	3	3	0
			100	60	40

RSC/N5001 To Carry Out Housekeep ing	Pre housekee ping activities	PC1. Inspect the area while taking into account various surfaces	3	3	0
		PC2. Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain	3	3	0
		PC3. Ensure that the cleaning equipment is in proper working condition	3	3	0
		PC4. Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person	3	3	0
		PC5. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces	3	3	0
		PC6. Inform the affected people about the cleaning activity	2	2	0
		PC7. Display the appropriate signage for the work being conducted	3	3	0
		PC8. Ensure that there is adequate ventilation for the work being carried out	3	3	0
		PC9. Wear the personal protective equipment required for the cleaning method and materials being used	3	3	0
	Operatio ns	PC10. Use the correct cleaning method for the work area, type of soiling and surface	3	3	0
		PC11. Carry out cleaning activity without disturbing others	3	3	0
		PC12. Deal with accidental damage, if any, caused while carrying out the work	3	3	0
		PC13. Report to the appropriate person any difficulties in carrying out your work	3	3	0
		PC14. Identify and report to the appropriate person any additional cleaning required that is outside one's responsibility or skill	3	3	0
	Post housekee ping activities	PC15. Ensure that there is no oily substance on the floor to avoid slippage	9	3	6
		PC16. Ensure that no scrap material is lying around	9	3	6
		PC17. Maintain and store housekeeping equipment and supplies	3	3	0
		PC18. Follow workplace procedures to deal with any accidental damage caused during the cleaning process	3	3	0
		PC19. Ensure that, on completion of the work, the area is left clean and dry and meets requirements	8	2	6
		PC20. Return the equipment, materials and personal protective equipment that were used to the right places making sure they are clean, safe and securely stored	3	3	0

		PC21. Dispose the waste garnered from the activity in an appropriate manner	9	3	6
		PC22. Dispose of used and un-used solutions according to manufacturer's instructions, and clean the equipment thoroughly	9	3	6
	General	PC23. Maintain schedules and records for housekeeping duty	3	3	0
		PC24. Replenish any necessary supplies or consumables	3	3	0
			100	70	30
RSC/N5002 To Carry Out Reporting And Documenta tion	Reportin g	PC1. Report data/problems/incidents as applicable in a timely manner	12	8	4
		PC2. Report to the appropriate authority as laid down by the company	12	8	4
		PC3. Follow reporting procedures as prescribed by the company	12	8	4
	Recordin g and Documen tation	PC4. Identify documentation to be completed relating to one's role	10	6	4
		PC5. Record details accurately an appropriate format	16	6	10
		PC6. Complete all documentation within stipulated time according to company procedure	14	4	10
		PC7. Ensure that the final document meets with the requirements of the persons who requested it or make any amendments accordingly	6	4	2
	Informati on Security	PC8. Make sure documents are available to all appropriate authorities to inspect	6	4	2
		PC9. Respond to requests for information in an appropriate manner whilst following organizational procedures	6	6	0
		PC10. Inform the appropriate authority of requests for information received	6	6	0
			100	60	40
RSC/N5003 To Carry Out Quality Checks	Inspectio n	PC1. Ensure that total range of checks are regularly and consistently performed	24	10	14
		PC2. Use appropriate measuring instruments, equipment, tools, accessories etc ,as required	24	10	14
	Analysis	PC3. Identify non-conformities to quality assurance standards	6	4	2
		PC4. Identify potential causes of non-conformities to quality assurance standards	5	3	2
		PC5. Identify impact on final product due to non-conformance to company standards	5	3	2
		PC6. Evaluating the need for action to ensure that problems do not recur	6	4	2
		PC7. Suggest corrective action to address problem	5	3	2

		PC8. Review effectiveness of corrective action	5	3	2
	Reporting	PC9. Interpret the results of the quality check correctly	4	4	0
		PC10. Take up results of the findings with QC in charge/appropriate authority.	3	3	0
		PC11. Take up the results of the findings within stipulated time	3	3	0
		PC12. Record of results of action taken	3	3	0
		PC13. Record adjustments not covered by established procedures for future reference	3	3	0
		PC14. Review effectiveness of action taken	2	2	0
		PC15. Follow reporting procedures where the cause of defect cannot be identified	2	2	0
			100	60	40
RSC/N5004 To Carry Out Problem Identification And Escalation	Problem Identifica tion	PC1. Identify defects/indicators of problems	7	4	3
		PC2. Identify any wrong practices that may lead to problems	6	3	3
		PC3. Identify practices that may impact the final product quality	6	3	3
		PC4. Identify if the problem has occurred before	5	3	2
		PC5. Identify other operations that might be impacted by the problem	6	4	2
		PC6. Ensure that no delays are caused as a result of failure to escalate problems	5	3	2
	Necessar y Action	PC7. Take appropriate materials and sample, conduct tests and evaluate results to establish reasons to confirm suspected reasons for non-conformance (where required)	8	5	3
		PC8. Consider possible reasons for identification of problems	8	5	3
		PC9. Consider applicable corrections and formulate corrective action	3	3	0
		PC10. Formulate action in a timely manner	3	3	0
		PC11. Communicate problem/remedial action to appropriate parties	7	5	2
		PC12. Take corrective action in a timely manner	2	2	0
		PC13. Take corrective action for problems identified according to the company procedures	2	2	0
		PC14. Report/document problem and corrective action in an appropriate manner	8	5	3
		PC15. Monitor corrective action	2	2	0

		PC16. Evaluate implementation of corrective action taken to determine if the problem has been resolved	2	2	0
		PC17. Ensure that corrective action selected is viable and practical	2	2	0
		PC18. Ensure that correct solution is identified to an identified problem	2	2	0
		PC19. Take corrective action for problems identified according to the company procedures	1	1	0
		PC20. Ensure that no delays are caused as a result of failure to take necessary action	1	1	0
	Problem Escalation	PC21. Escalate problem as per laid down escalation matrix	4	3	1
		PC22. Escalate the problem within stipulated time	4	3	1
		PC23. Escalate the problem in an appropriate manner	3	2	1
		PC24. Ensure that no delays are caused as a result of failure to escalate problems	3	2	1
			100	70	30