



# Model Curriculum

**QP Name: Quality Check Technician (Ceramics)**

**QP Code: HCS/Q1001**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

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# Table of Contents

Training Parameters.....	3
Program Overview.....	4
Training Outcomes.....	4
Compulsory Modules.....	4
Module Details .....	5
Module Name 1: Introduction to Handicrafts (Ceramics) Industry in India.....	5
Module Name 2: Understand the quality parameters.....	6
Module Name 3: Perform quality check.....	8
Module Name 4: Coordinate with colleagues and work as a team .....	9
Module Name 5: Maintain Safe and Healthy Work Environment .....	11
Module Name 6: Maintain Personal Hygiene .....	12
Annexure .....	13
Trainer Requirements.....	13
Assessor Requirements .....	14
Assessment Strategy.....	14
Glossary .....	15
<u>Acronyms and Abbreviations</u> .....	15

## Training Parameters

<b>Sector</b>	<b>Handicrafts and Carpet</b>
<b>Sub-Sector</b>	Handicrafts (Ceramics)
<b>Occupation</b>	Quality Check
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7329.35
<b>Minimum Educational Qualification and Experience</b>	Graduate (Science) with 1 Year of experience in ceramics industry OR 3 years of Diploma after 10th with 3 years of experience OR 2 years of Diploma after 12th with 2 years of experience OR ITI with 4 years of experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 Years
<b>Last Reviewed On</b>	
<b>Next Review Date</b>	
<b>NSQC Approval Date</b>	
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	
<b>Model Curriculum Valid Up to Date</b>	
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	
<b>Maximum Duration of the Course</b>	

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Introduction to Handicrafts (Ceramics) Industry in India
- Understand the quality parameters
- Perform quality check
- Coordinate with colleagues and work as a team
- Maintain Safe and Healthy Work Environment
- Maintain Personal Hygiene

## Compulsory Modules

The table lists the modules, their duration, and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>10:00</b>	<b>00:00</b>	<b>NA</b>	<b>NA</b>	<b>10:00</b>
Module 1 Introduction to Handicrafts (Ceramics) Industry in India	<b>10:00</b>	<b>00:00</b>	<b>NA</b>	<b>NA</b>	<b>10:00</b>
<b>HCS/N1001: Understand the quality parameters NOS Version No. 1.0 NSQF Level 4</b>	<b>05:00</b>	<b>150:00</b>	<b>NA</b>	<b>60:00</b>	<b>155:00</b>
Module 2: Understand the quality parameters	<b>05:00</b>	<b>150:00</b>	<b>NA</b>	<b>60:00</b>	<b>155:00</b>
HCS/N1002: Perform quality check <b>NOS Version No. 1.0 NSQF Level 4</b>	<b>05:00</b>	<b>90:00</b>	<b>NA</b>	<b>20:00</b>	<b>95:00</b>
Module 3: Perform quality check	<b>05:00</b>	<b>90:00</b>	<b>NA</b>	<b>20:00</b>	<b>95:00</b>
HCS/N9901: Coordinate with colleagues and work as a team <b>NOS Version No. 1.0 NSQF Level 4</b>	<b>02:00</b>	<b>45:00</b>	<b>NA</b>	<b>00:00</b>	<b>47:00</b>
Module 4: Coordinate with colleagues and work as a team	<b>02:00</b>	<b>45:00</b>	<b>NA</b>	<b>00:00</b>	<b>47:00</b>
HCS/N9902: Maintain Safe and Healthy Work Environment <b>NOS Version No. 1.0 NSQF Level 4</b>	<b>03:00</b>	<b>40:00</b>	<b>NA</b>	<b>00:00</b>	<b>43:00</b>
Module 5: Maintain Safe and Healthy Work Environment	<b>03:00</b>	<b>40:00</b>	<b>NA</b>	<b>00:00</b>	<b>43:00</b>
HCS/N9903: Maintain Personal Hygiene <b>NOS Version No. 1.0 NSQF Level 4</b>	<b>05:00</b>	<b>35:00</b>	<b>NA</b>	<b>00:00</b>	<b>40:00</b>
Module 6: Maintain Personal Hygiene	<b>05:00</b>	<b>35:00</b>	<b>NA</b>	<b>00:00</b>	<b>40:00</b>

<b>Bridge Module Employability &amp; Entrepreneurship Skills</b>	<b>40:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>60:00</b>
Module 8 Employability & Entrepreneurship Skills	<b>40:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>60:00</b>
<b>Total Duration</b>	<b>70:00</b>	<b>380:00</b>	<b>NA</b>	<b>80:00</b>	<b>450</b>

# Module Details

## Module Name 1: Introduction to Handicrafts (Ceramics) Industry in India

*Mapped to Bridge Module*

### Terminal Outcomes:

- outline the Handicrafts (Ceramics) industry in India
- discuss the types of tools and equipment used in the Handicrafts (Ceramics) industry
- identify the different physical properties of Handicrafts (Ceramics)

<b>Duration:</b> <10:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"><li>• list different types of Handicrafts (Ceramics) manufactured in India.</li><li>• recall the states that are the hub for Handicrafts (Ceramics) in India</li><li>• discuss the importance of using tools and equipment based on physical and operational properties of Handicrafts (Ceramics)</li><li>• explain the career opportunities available in the Handicrafts (Ceramics) sector</li></ul>	
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	

## Module Name 2: Understand the quality parameters

Mapped to HCS/N1001, V2.0

### Terminal Outcomes:

- receive the quality check parameters and schedule
- understand the quality check parameters
- understand QC reporting

<i>Duration: 05:00</i>	<i>Duration: 150:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• discuss the importance of communicating with the QC head</li> <li>• explain how to receive the predefined quality parameters from the QC head</li> <li>• discuss the parameters with the QC team</li> <li>• explain how to clarify any doubts on the QC parameters with the QC head</li> <li>• discuss how to analyze and understand the job sheet</li> <li>• discuss how to receive and analyze the QC schedule</li> <li>• explain how to highlight any discrepancies if observed</li> <li>• explain how to highlight missing/required QC parameters</li> <li>• describe the importance of understanding the rationale behind the defined parameters</li> <li>• explain the benefits of understanding how to apply the parameters when doing the check</li> <li>• explain the benefits of planing the QC inline with the schedule and stage of production</li> <li>• explain the benefits of understanding what aids must be used for checking</li> <li>• discuss the importance of knowing the precise manner of examining the products</li> <li>• explain the same to the team if required</li> <li>• discuss and understand how QC data has to be recorded</li> <li>• explain the importance of understanding the implications of QC reporting</li> <li>• discuss the importance of helping in the creation of the appropriate quality check templates</li> <li>• explain the company’s policies on personnel management, relevant legislation, standards, policies, and procedures followed in the company</li> <li>• discuss organizations history and culture</li> <li>• discuss organizational structure</li> <li>• explain the company’s policies related to dress code and etiquette</li> <li>• discuss the key product lines of the company</li> <li>• discuss the usually used QC parameters</li> <li>• explain the importance of QC</li> </ul>	<ul style="list-style-type: none"> <li>• roleplay of relating the stage of production which is associated with the parameters</li> <li>• demonstrate the filling of the template with correct data and interpretation</li> <li>• show the locations where the materials are typically stored</li> <li>• demonstrate the QC techniques in the ceramics industry</li> <li>• demonstrate reporting formats</li> <li>• roleplay of effective inter-team communication</li> <li>• demonstrate the application of basic arithmetic in the QC process</li> <li>• demonstrate the equipment, appliances used in the QC process and their operation</li> <li>• show different product lines and associated QC parameters</li> <li>• perform various stages of production</li> <li>• roleplay of recurring challenges in QC</li> </ul>

- discuss the quality parameters in the ceramic craft
- explain the process of managing his/her time to QC the products
- discuss the importance of appropriately scheduling QC so that there is sufficient time for recording the data
- explain the importance of handling the ceramics products appropriately
- discuss the benefits of ensuring that there is no mal handling/accidents due to improper handling of the products
- explain the importance of recording and documentation quality check parameters

**Classroom Aids:**

Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster

**Tools, Equipment, and Other Requirements**

Basic stationery, etc.

## Module Name 3: Perform quality check

Mapped to HCS/N1002, V2.0

### Terminal Outcomes:

- performing quality check
- documentation of the QC process and findings
- ensure quality and productivity standards

<i>Duration: 05:00</i>	<i>Duration: 90:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• discuss move proactively in the production cycle looking for any quality-related issues. documentation of the qc process and findings</li> <li>• explain the importance of documenting the checklist of qp parameters and the process to be followed</li> <li>• discuss the ways of recording the details of the batch</li> <li>• discuss the ways of recording the details of the samples</li> <li>• discuss the ways of recording the details on the product lines</li> <li>• explain how to compute the percentages of the quality parameters</li> <li>• discuss the importance of interpreting the results when required</li> <li>• explain the benefits of ensuring all results recorded are in line with the template</li> <li>• discuss the benefits of liaisoning with various internal teams on various quality issues.</li> <li>• explain how to avoid overall production losses due to quality</li> <li>• explain the importance of communication where rework is required</li> <li>• discuss how to complete all activities as per internal standards</li> <li>• discuss effective inter-team communication</li> <li>• explain the process of managing his/her time to qc the products</li> <li>• describe the benefits of appropriately scheduling qc so that there is sufficient time for recording the data</li> <li>• discuss the benefits of ensuring that there is no mal handling/accidents due to improper handling of the products</li> <li>• discuss the benefits of ensuring that there is no breakage</li> <li>• discuss the benefits of applying basic arithmetic in the qc process</li> <li>• discuss typical stage of defects</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate how to assess the loaded quantity</li> <li>• demonstrate how to assess the received quantity</li> <li>• demonstrate how to assess the samples for the qc</li> <li>• perform the checking of the dimension and shape of the craft and compare it with design specifications</li> <li>• perform the checking of cracks in ceramic products</li> <li>• perform the checking of any pinholes in ceramic products</li> <li>• perform the checking of any glaze off in ceramic products</li> <li>• perform the checking of any other defined quality parameter</li> <li>• perform the checking of the samples for overall fidelity to the model</li> <li>• demonstrate the replacement of the product samples in the associated batch</li> <li>• perform handling the samples carefully</li> <li>• perform the use of appropriate aids for the qc check</li> <li>• roleplay of alerting about any recurrent issue</li> <li>• perform qc on the targeted number per day</li> <li>• demonstrate handling the ceramics products appropriately</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Basic stationery, etc.	

## Module Name 4: Coordinate with colleagues and work as a team

Mapped to HCS/N9901, V6.0

### Terminal Outcomes:

- Interact with supervisor
- Coordinating with colleagues
- Carry out reporting and documentation

<i>Duration: 02:00</i>	<i>Duration: 45:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• discuss the benefits of compiling with health, safety gender, and pwd (people with disability) related instructions applicable to the workplace.</li> <li>• discuss the importance of understanding the work output requirements, targets, performance indicators, and incentives.</li> <li>• explain the benefits of delivering quality work on time and report any anticipated reasons for delays and handover completed work to the supervisor</li> <li>• describe how to compile a report on any grievances, production defects, and potential hazards</li> <li>• discuss the importance of communicating maintenance and repair schedule proactively to the supervisor</li> <li>• explain how to interact and clarify doubts on design, usage of materials &amp; tools, quality &amp; standards compliance, etc.</li> <li>• describe how to compile a report in time for shortage or need of raw materials</li> <li>• describe how to communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team</li> <li>• discuss the importance of maintenance etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.</li> <li>• discuss the importance of putting the team over individual goals and multi-task or share work where necessary supporting the colleagues.</li> <li>• explain the benefits of documenting all the details accurately relating to one's role as required.</li> <li>• explain the benefits of knowing the importance of gender equality being followed in the organization and policies for reporting any harassment or inappropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and pwd awareness organized at the workplace.</li> <li>• role-play of receiving job orders and instructions from reporting supervisor and receive feedback on work standards.</li> <li>• demonstrate the procedures for working with colleagues, his/her role, and responsibilities about this.</li> <li>• show tools and equipment handling procedures and common potential hazards in the workplace and the procedures to deal with them</li> <li>• demonstrate the expressing and addressing grievances appropriately, deal with difficult work relationships, and manage internal conflicts effectively.</li> </ul>

<ul style="list-style-type: none"> <li>• explain the benefits of knowing how to accommodate employees with disabilities etiquette to adhere to and proper language and terminology</li> <li>• explain the benefits of knowing how to communicate, offer help, respecting space, parking, etc. for people with disabilities or special needs</li> <li>• explain the benefits of knowing promoting a safe, accessible, and healthy workplace for disabled employees</li> <li>• discuss company's policies on preferred language of communication, incentives, quality standards, personnel management, reporting, and escalation matrix policy.</li> <li>• discuss the company's standard operating procedure (sop) and the risk and impact of not following them.</li> <li>• explain the organizational hierarchy and the line of reporting structure and work target and review mechanism</li> <li>• discuss the procedures to report employment-related issues and to deal with conflicts</li> <li>• discuss the importance of the individuals' role in the organizational workflow and details of the individual responsibilities</li> <li>• describe how to document the job activity as required like the check sheets, history sheets, etc</li> </ul>	
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<b>Classroom Aids:</b>
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Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster
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<b>Tools, Equipment and Other Requirements</b>
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Basic Stationery
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## Module Name 5: Maintain Safe and Healthy Work Environment

Mapped to HCS/N9902, V6.0

### Terminal Outcomes:

- Maintain workplace safety and security standards
- Maintain effective waste management

<i>Duration: 03:00</i>	<i>Duration: 40:00</i>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• explain the importance of carrying out work functions by organizational standards, greening solutions, procedures, policies, legislation, and regulations.</li> <li>• discuss the benefits of application and follow these policies and procedures within your work practices and inculcate sustainable consumption practices</li> <li>• discuss how one can actively get involved in improving the performance of the organization in line with their role and responsibilities and support adaptation to more environmentally friendly processes</li> <li>• describe how to comply with safety procedures while at work to prevent accidents</li> <li>• explain why it is necessary to wear appropriate personal protective gear such as gloves, protective goggles, masks, etc. while working</li> <li>• discuss the importance of ensuring zero accidents at the workplace</li> <li>• discuss the importance of adhering to safety standards and discuss the importance of ensuring no material damage</li> <li>• discussion on making conscious and sustainable decisions for achieving an effective and green workplace.</li> <li>• discuss company's policies on work safety and occupational hazard management</li> <li>• describe why it is important to know the company's hr policies and reporting structure</li> <li>• explain company emergency evacuation procedure</li> <li>• discuss standard operating procedure (sop) of processes</li> <li>• explain precautionary activities to be followed in the processes</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• demonstrate how to take adequate safety measures while handling materials, chemicals, and tools</li> <li>• demonstrate appropriate and recommended clothing as per the work environment</li> <li>• perform recommended material handling procedures to control material and personal damage.</li> <li>• perform all procedures as per the company's work instructions for controlling operational risk to be competent.</li> <li>• perform the duties in a manner that minimizes environmental damage</li> <li>• show disposal of waste safely and correctly in a designated area as per company's sop</li> <li>• role-play of reporting any accidents, incidents, or problems without delay to the supervisor and take necessary immediate action to reduce the further danger</li> <li>• demonstrate accidental risks to the worker</li> <li>• demonstrate how to maintain the work area safe and secure</li> <li>• demonstrate how to perform the duties in a way to minimize accidental risks</li> <li>• demonstrate how to handle chemicals in a safe manner</li> <li>• demonstrate how to operate tools and electrical equipment</li> <li>• perform emergency procedures to be followed in case of a mishap such as fire accidents etc.</li> <li>• perform purpose and usage of protective gears such as gloves, protective goggles, masks, etc. while working</li> <li>• perform safe and correct material handling procedure</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Basic Stationery	

## Module Name 6: Maintain Personal Hygiene

Mapped to HCS/N9903, V3.0

### Terminal Outcomes:

- Follow practices for Personal Hygiene at the workplace

<i>Duration: 05:00</i>		<i>Duration: 35:00</i>	
<b>Theory – Key Learning Outcomes</b>		<b>Practical – Key Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• explain the importance of covering the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust</li> <li>• explain wearing safety shoes while visiting the production unit can avoid any damage.</li> <li>• explain the benefits of wearing personal protective equipment while visiting the different departments during production. or example mask in the washing section, glasses and masks in an assembly line, and gloves in the printing section, etc.</li> <li>• explain why one should wash /sanitize hands after a factory unit before touching any document, laptop, cell phone, etc.</li> <li>• discuss benefits of undergoing preventive health checkups at regular intervals</li> <li>• discuss importance of taking prompt treatment from the doctor in case of illness</li> <li>• discuss the importance of ensuring no productivity loss or absenteeism from work due to illness.</li> <li>• discuss the importance of ensuring no long-term ill effect on personal health.</li> <li>• explain company's policies on personal health and occupational hazard management</li> <li>• discuss company's hr policies.</li> <li>• discuss company's reporting structure.</li> <li>• health risks to the worker at the workplace.</li> <li>• describe how to perform the duties in a way to minimize pollution at the workplace.</li> <li>• discuss what personal protective equipment should be worn and how it is cared for.</li> <li>• discuss the emergency procedures to be followed in case of a mishap such as fire accidents etc.</li> </ul>		<ul style="list-style-type: none"> <li>• role-play of following sops for dealing with blisters; scratches; accidental fires or any other type of emergencies at work</li> <li>• demonstrate company's emergency evacuation procedure.</li> <li>• perform healthy work practices.</li> <li>• discuss safe disposal methods for waste.</li> <li>• demonstrate how to provide first-aid treatment at the workplace.</li> </ul>	
<b>Classroom Aids:</b>			
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster			
<b>Tools, Equipment and Other Requirements</b>			
Basic Stationery			
<b>Mandatory Duration: &lt;00:00&gt;</b>		<b>Recommended Duration: &lt;00:00&gt;</b>	
<b>Module Name: On-the-Job Training</b>		<b>80:00</b>	
<b>Location: On Site</b>			
<b>Terminal Outcomes</b>			
<b>After successful completion of OJT candidate will become well trained in quality checking.</b>			

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate with 6-12 Months of experience in the handicraft industry	Quality Check	6 months	Quality Check	6 months	Quality Check	NA

Trainer Certification	
Domain Certification	Platform Certification
Certificate for Job Role: "Quality Check Technician (Ceramics)" mapped to QP: "HCS/Q1001"	Certified for Job Role: "Trainer " mapped to QP: "MEP/Q0102; V:1.0"

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate with 6-12 Months of experience in the handicraft industry	Quality Check	6 months	Quality Check	6 months	Quality Check	NA

Assessor Certification	
Domain Certification	Platform Certification
Certificate for Job Role: "Quality Check Technician (Ceramics)" mapped to QP: "HCS/Q1001"	Certified for Job Role: "Assessor " mapped to QP: "MEP/Q0104; V:1.0"

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

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 each PC.
2. Each NOS will be assessed both for theoretical knowledge and practical
3. The assessment will be based on knowledge bank of questions created by the SSC.
4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
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

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and /or understood in order to accomplish at ask or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and Skills (practical application).
<b>OJT(M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training onsite
<b>OJT(R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training onsite
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible workout put by applying cognitive, affective or psycho motor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee
<b>NOS</b>	National Occupational Standards