

# QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RUBBER INDUSTRY



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## 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- Extruder Operator

**SECTOR: RUBBER INDUSTRY**

**SUB-SECTOR: 1.Tyre 2. Non- Tyre**

**OCCUPATION: Extrusion**

**REFERENCE ID: RSC/ Q 0622**

**Brief Job Description:** The extruder operator is responsible for feeding the rubber compound to the extruder and performing the extrusion operation using the Extruder.

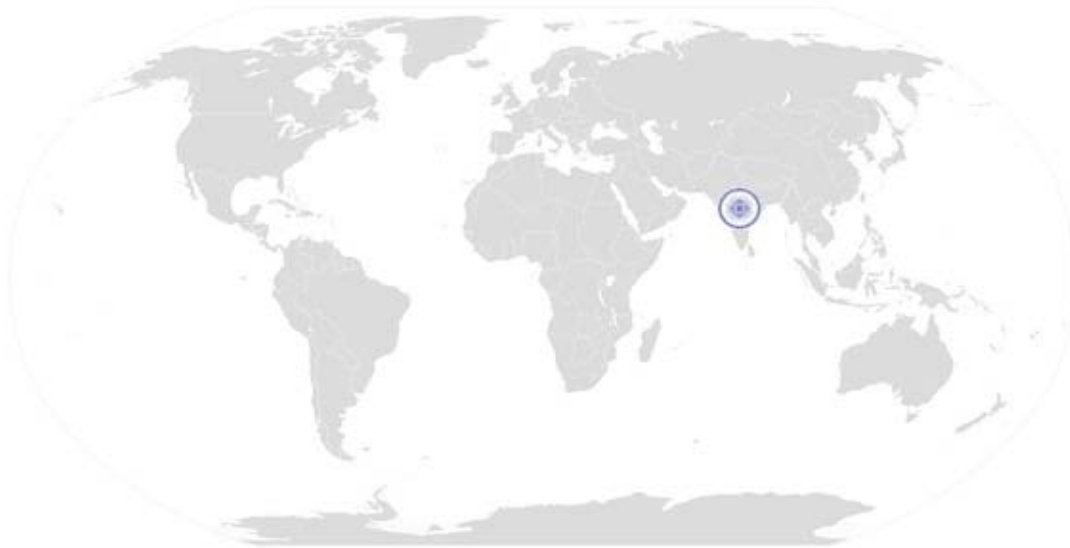
**Personal Attributes:** This job requires the individual to work independently or under supervision. He should be motivated and have a positive attitude. The individual must be result oriented and be able to work under pressure situations.

Job Details	<b>Qualifications Pack Code</b>	<b>RSC/ Q 0622</b>		
	<b>Job Role</b>	<b>Extruder Operator</b>		
	<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>		<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Rubber</b>	<b>Drafted on</b>	<b>04/06/13</b>
	<b>Sub-sector</b>	<b>Tyre and Non-Tyre</b>	<b>Last reviewed on</b>	<b>14/06/13</b>
	<b>Occupation</b>	<b>Extrusion</b>	<b>Next review date</b>	<b>14/06/14</b>
	<b>Job Role</b>	<b>Extrusion</b>		
<b>Role Description</b>	The extruder operator is responsible for feeding the rubber compound to the extruder and performing the extrusion operation using the Extruder.			
<b>NVEQF/NVQF level</b>	4			
<b>Minimum Educational Qualifications*</b>	Class X			
<b>Maximum Educational Qualifications*</b>	ITI/Graduate in Science			
<b>Training</b> (Suggested but not mandatory)	Training on operation of machinery			
<b>Experience</b>	In lieu of minimum qualification the employee has worked as a semi-skilled helper for minimum 6 months in the same role.			
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li>1. RSC/N2301( <a href="#">Feed Rubber Compound and Perform Extrusion Operation</a> )</li> <li>2. RSC/N5001 ( <a href="#">To carry out housekeeping</a> )</li> <li>3. RSC/ N5002 ( <a href="#">To carry out reporting and documentation</a> )</li> <li>4. RSC/ N5003 ( <a href="#">To carry out quality checks quality control</a> )</li> <li>5. RSC/ N5004 ( <a href="#">To carry out problem estimation and escalation</a> )</li> </ol> <b>Optional:</b> <ol style="list-style-type: none"> <li>6. NA</li> </ol>			
<b>Performance Criteria</b>	As described in the relevant OS units			

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.

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# National Occupational Standard



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## Overview

This unit is about feeding rubber compound to the extruder and performing the extrusion operation using the Extruder

National Occupational Standard	<b>Unit Code</b>	RSC / N 2301
	<b>Unit Title (Task)</b>	Feed rubber compound to the Extruder and perform extrusion operation
	<b>Description</b>	This unit is about feeding rubber compound to the extruder and performing the extrusion operation using the Extruder
	<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Ensuring housekeeping and safety in the extrusion area</li> <li>Feeding the compound to the extruder</li> <li>Performing extrusion operation</li> <li>Batching off the extruded products</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. Handle the rubber compound to avoid contamination</p> <p>PC2. Ensure that batch size of rubber compound is as per organisatioanl SOP</p> <p>PC3. Ensure the compound lab ok status</p>
	<b>Operations</b>	<p>PC4. Select the correct compound</p> <p>PC5. Feed the extruder with proper strip width and thickness of correct dimension as per specification with respect to size</p> <p>PC6. Produce product of correct width, length thickness and texture (if template/die has been used)</p> <p>PC7. Ensure the product/output weight through online weighing scale as per specification to avoid rework or rejections.</p> <p>PC8. Visually inspect the rubber strip to make sure it is free from defects and meets required specifications for further processing.</p> <p>PC9. Ensure the extrudate temperature to control the material rejections</p> <p>PC10. Ensure dimensions of the extrudate conforms to the specifications</p> <p>PC11. Ensure that the extruded product is handled carefully and is free from contamination</p> <p>PC12. Ensure housekeeping in extruder area</p>
	<b>Health &amp; Safety</b>	<p>PC13. Perform the checks of upstream/ downstream equipments before starting the machine</p> <p>PC14. Handle the moving parts like the conveyor belts, the feed inlet and discharge port, belts, gears and other rotating parts when the machine is running</p> <p>PC15. Ensure the provision of covers(if any) in the all moving parts while in operation</p>

**Feed Rubber Compound and Perform Extrusion Operation**

	<p>PC16. Operate the conveyor belt within the speed limit at all times and always be aware of the upper limit</p> <p>PC17. Maintain protocol while the machine is in operation, like never reaching over the machine or machine guard to the point of operation</p> <p>PC18. Handle the hot extrudates properly using hand gloves and other safety equipment</p> <p>PC19. Ensure that the direct exposure of the extrudate to the skin is minimized</p> <p>PC20. Adhere to all safety norms (like wearing protective gloves, shoe, safety goggles etc)</p> <p>PC21. Ensure the functioning of mill safety switch / safety bar in all mills</p> <p>PC22. Comply with health, safety, environment guidelines, regulations etc in accordance with international/national standards or organizational SOP</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Different types of Extruders and their operation as well as control panel.</p> <p>KA2. Implications of poorly prepared equipment, power failure etc</p> <p>KA3. Material disposal procedure, importance of appropriate disposal of material and implications of not following the material disposal procedure</p> <p>KA4. Quality and damage checks to be done and importance of the same</p> <p>KA5. Importance of identifying non-conforming products and storage of the same</p> <p>KA6. Risk and impact of not following defined procedures/work instructions</p> <p>KA7. Escalation matrix for reporting identified issues</p> <p>KA8. Types of documentation in organization and importance of the same</p> <p>KA9. Records to be maintained and implications of non-maintenance of the same</p> <p>KA10. Importance of housekeeping &amp; good shop floor practices (eg. 3S &amp; 5S)</p> <p>KA11. Health, Safety and Environment guidelines, legislation 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 the same.</p> <p>KA15. Escalation matrix and escalation procedure 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 the equipment/ work area as per company's SOP</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The emergency stops procedures for the extruding machine.</p> <p>KB2. Cleanliness and safety requirements for commencing a extruding batch operation</p> <p>KB3. Tolerance levels for various parameters (temperature, pressure, rpm and weight)</p> <p>KB4. Proper feeding rate (to avoid under/ over feeding) during the operation and</p>

	<p>maintaining constant back pressure</p> <p>KB5. Health hazards of process and compounding ingredients</p> <p>KB6. Measurement techniques using gauges and balance (for thickness, width and weight)</p> <p>KB7. The effects of continuous direct exposure of the extrudate to the skin</p> <p>KB8. Types of defects leading to rejections, reasons and possible solutions</p> <p>KB9. Units of measurement</p> <p>KB10. Response to emergencies e.g. Power failures, fire and system failures and manual intervention to avoid disaster</p> <p>KB11. Knowledge of appropriate batch size with respect to appropriate machinery</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>	

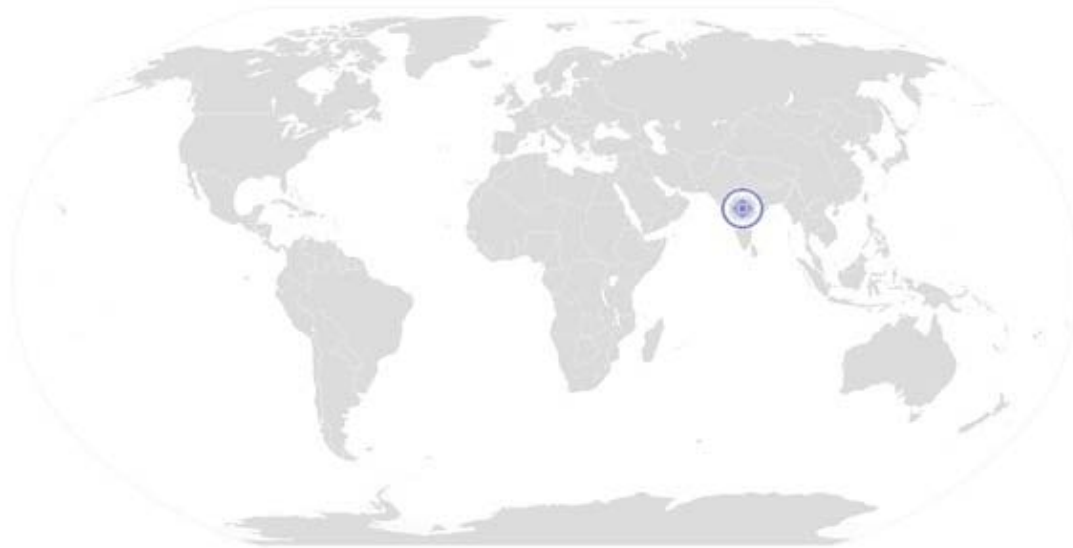
**Feed Rubber Compound and Perform Extrusion Operation**

	<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 ones’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 analyse 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>
<b>B. Professional Skills</b>	<p><b>Material and Equipment Handling</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Operating different types of extruders</p> <p>SB2. Handling of rubber compound &amp; chemicals</p> <p>SB3. Handling of various types of material handling equipment like forklifts, trolley</p>
	<p><b>Analytical Thinking</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB4. Diagnose common problems in the machine based on visual inspection, sound etc</p> <p>SB5. Suggest improvements(if any) in process based on experience</p>



## NOS Version Control

<b>NOS Code</b>	RSC / N 2201		
<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>		<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	04/06/13
<b>Industry Sub-sector</b>	Tyre and Non-Tyre	<b>Last reviewed on</b>	14/06/13
		<b>Next review date</b>	14/06/14



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# National Occupational Standard



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## Overview

**This unit is about carrying out housekeeping activities**

<b>National Occupational Standard</b>	<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> <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</p>	

	<p>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>
<b>General</b>	<p>PC23. Maintain schedules and records for housekeeping duty</p> <p>PC24. Replenish any necessary supplies or consumables</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 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 off 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>
<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>
	<p><b>Reading and Understanding Skills</b></p>
	<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>
	<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>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>
	<p><b>Integrity</b></p>
	<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 analyse 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> <ul style="list-style-type: none"><li>SA21. Avoid absenteeism</li><li>SA22. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</li><li>SA23. Work in disciplined factory environment</li><li>SA24. Be punctual</li></ul>
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## NOS Version Control

<b>NOS Code</b>	RSC / N 5001		
<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>		<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	04/06/13
<b>Industry Sub-sector</b>	Tyre and Non- tyre	<b>Last reviewed on</b>	14/06/13
		<b>Next review date</b>	14/06/14



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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

National Occupational Standard	<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            PC2. Report to the appropriate authority as laid down by the company            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            PC5. Record details accurately in an appropriate format            PC6. Complete all documentation within stipulated time according to company procedure            PC7. Ensure that the final document meets with the requirements of the persons who requested it or make any amendments accordingly            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            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            KB2. Various documents that need to be maintained            KB3. Company procedure for filling/maintaining up the documents            KB4. Procedures for reporting to the appropriate authority            KB5. Procedures for recording damage, breakages etc            KB6. Reporting incidents where standard operating procedures are not followed            KB7. The importance of complete and accurate documentation            KB8. How to maintain complete documentation accurately and within agreed timescales</p>	

To Carry Out Reporting And Documentation

	<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 ones’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 analyse 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

<b>NOS Code</b>	RSC / N 5002		
<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>		<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>04/06/13</b>
<b>Industry Sub-sector</b>	<b>Tyre and Non- tyre</b>	<b>Last reviewed on</b>	<b>14/06/13</b>
		<b>Next review date</b>	<b>14/06/14</b>



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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 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>
<b>Integrity</b>	

	<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 ones’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 analyse 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

<b>NOS Code</b>	RSC / N 5003		
<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>		<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	04/06/13
<b>Industry Sub-sector</b>	Tyre and Non- tyre	<b>Last reviewed on</b>	14/06/13
		<b>Next review date</b>	14/06/14



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# National Occupational Standard



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## Overview

This unit is about 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 procedure  PC14. Report/document problem and corrective action in an appropriate manner</p>

To Carry Out Problem Identification and Escalation

	<p>PC15. Monitor corrective action</p> <p>PC16. Evaluate implementation of corrective action taken to determine if the 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>
<p><b>Problem Escalation</b></p>	<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>
<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. 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>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <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>

To Carry Out Problem Identification and Escalation

	<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>
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	<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>
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## NOS Version Control

<b>NOS Code</b>	RSC / N 5004		
<b>Credits(NVEQF/NVQF/NSQF) [OPTIONAL]</b>		<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	04/06/13
<b>Industry Sub-sector</b>	Tyre and Non-Tyre	<b>Last reviewed on</b>	14/06/13
		<b>Next review date</b>	14/06/14



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