

## 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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### Contents

1. Introduction and Contacts..... 1
2. Qualifications Pack..... 2
3. OS Units..... 2

### Introduction

#### Qualifications Pack- Dipping Plant Operator

**SECTOR:** RUBBER INDUSTRY

**SUB-SECTOR:** Latex

**OCCUPATION:** Dipping/Stripping

**REFERENCE ID:** RSC/ Q 1801

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

**Brief Job Description:** A Dipping Plant Operator is responsible to produce various dip products with an automatic dipping or batch dipping lines.

**Personal Attributes:** This job requires the individual to handle multiple tasks. He should be efficient in performing procedural work. He should be result oriented and positive in attitude. The individual must be attentive and focused in attaining the set objectives. He should be able to coordinate with other team members for smooth process flow. He should be very active in adapting to quick changes and modifications with respect to the work in progress.

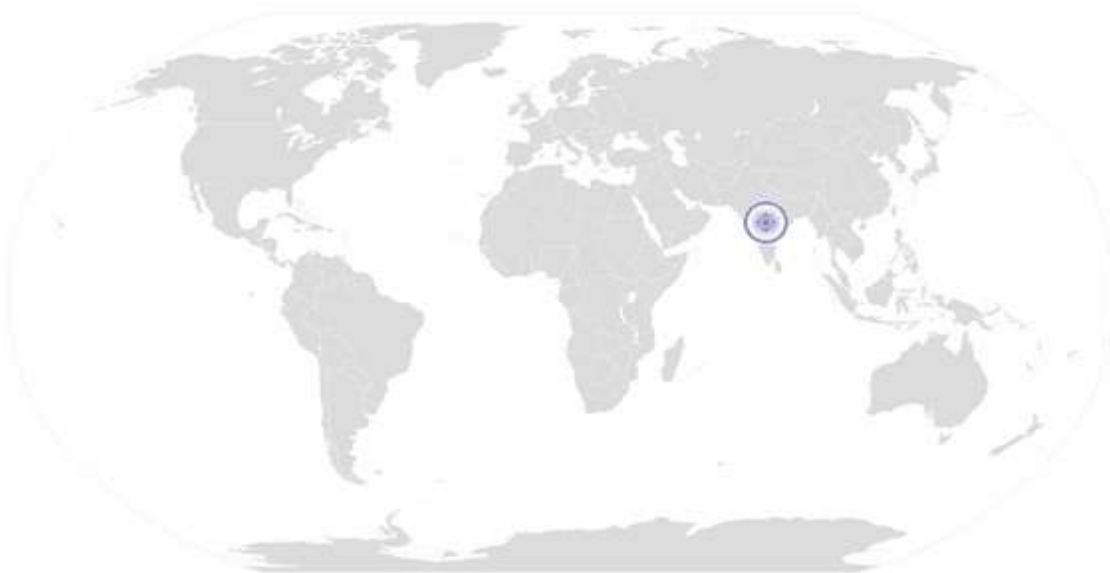
Job Details	<b>Qualifications Pack Code</b>	<b>RSC/ Q 1801</b>		
	<b>Job Role</b>	<b>Dipping Plant Operator</b>		
	<b>Credits(NSQF)</b>	<b>4</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>02/12/14</b>
	<b>Sub-sector</b>	<b>Latex</b>	<b>Last reviewed on</b>	<b>02/12/14</b>
	<b>Occupation</b>	<b>Dipping/Stripping</b>	<b>Next review date</b>	<b>02/12/15</b>
	<b>NSQC Cleanance on</b>	<b>20/07/2015</b>		

<b>Job Role</b>	<b>Dipping Plant Operator</b>
<b>Role Description</b>	A Dipping Plant Operator is responsible to produce various dip products with an automatic dipping or batch dipping lines.
<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 Dipping Lines Training on testing procedures
<b>Minimum Job Entry Age</b>	18 years
<b>Experience</b>	Worked as a skilled helper for 6-12 months in the same role
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li>RSC/ N 1807 (<u>Prepare dipping lines and compound solutions</u>)</li> <li>RSC/ N 1808 (<u>Dipping line operation</u>)</li> <li>RSC/ N 1809 (<u>Perform post dipping activities</u> )</li> <li>RSC/ N 5001 (<u>To carry out housekeeping</u>)</li> <li>RSC/ N 5002 (<u>To carry out reporting and documentation</u>)</li> <li>RSC/ N 5003 (<u>To carry out quality checks</u>)</li> <li>RSC/ N 5004 (<u>To carry out problem identification and escalation</u> )</li> </ol> <b>Optional:</b> NA
<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 preparing the dipping lines and compound solutions.

## Prepare Dipping Line and Compound Solutions

<b>Unit Code</b>	<b>RSC / N 1807</b>
<b>Unit Title (Task)</b>	<b>Prepare dipping lines and compound solutions</b>
<b>Description</b>	This unit is about preparing the dipping line and compound solutions to prepare dip products.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure housekeeping and safety in the dipping lines area</li> <li>• Prepare Dipping Lines</li> <li>• Collect and prepare material for dipping operation</li> <li>• Setting the parameters of the dipping lines as per company's SOP</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 that the dipping line is clean and ready to use.</p> <p>PC2. Ensure that the tools required for dipping operation are ready.</p> <p>PC3. Ensure proper functioning of different equipments attached with the Dipping lines</p> <p>PC4. Utility services controls viz Boilers, Air compressors, water chillers, effluent treatment plants</p> <p>PC5. Preparation of the each dipping lines as per parameter requirements</p> <p>PC6. Heating up of the line ovens and necessary controls of all oven</p>
<b>Raw material appropriateness and readiness</b>	<p>PC1. Preparation of compound dispersions, emulsions and solutions as per formulation</p> <p>PC2. Get the Latex compounding and testing for the required dip products done</p> <p>PC3. Monitor cooling of latex to the required levels to have a proper latex maturity</p> <p>PC4. Ensure the availability of ingredients for the required dipping operation as per specification</p> <p>PC7. Preparation of the each dipping lines as per the requirements with respect to formers , latex ,coagulant, solutions etc</p> <p>PC5. Heating up of the solutions and necessary controls of solution temperatures</p> <p>PC6. Ensure all balance unused left over ingredients are stored properly to avoid any contamination or deterioration during storage and are used up while preparing the next dipping line .</p>
<b>Health &amp; Safety</b>	<p>PC7. Precaution for dust/chemical inhaling</p> <p>PC8. Precaution against putting finger / hand inside the conveyor chain, beading machine / usage of safety break fitted on the machine</p>

**Prepare Dipping Line and Compound Solutions**

	<p>PC9. Checking of dipping line to avoid conveyor chain derails and former breakages</p> <p>PC10. Awareness of wet floor and heated area environments</p> <p>PC11. Adhere to all safety norms (such as wearing protective gloves ,mask and safety shoes).</p> <p>PC12. Avoid spillage and in case of spillage occur , follow safety measures as laid down by safety department</p> <p>PC13. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</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. Implications of poorly prepared dipping lines and equipments.</p> <p>KA2. Importance of identifying non-conforming materials and their storage.</p> <p>KA3. Risk and impact of not following defined procedures/work instructions.</p> <p>KA4. Escalation matrix for reporting identified problems</p> <p>KA5. Types of documentation in organization and importance of the same</p> <p>KA6. Records to be maintained and the implications of their non-maintenance.</p> <p>KA7. Importance of housekeeping activities.</p> <p>KA8. Health, safety and environment guidelines, legislation and regulations as applicable.</p> <p>KA9. Personal protection (which protective equipment to be used and how).</p> <p>KA10. Impact of poor practices on health, safety and environment.</p> <p>KA11. Potential hazards and actions to minimize them.</p> <p>KA12. The escalation matrix and procedures for reporting hazards.</p> <p>KA13. Importance of FIFO and good shop floor practices (for example, 5S).</p> <p>KA14. Impact of various practices on cost, quality, productivity, delivery and safety.</p> <p>KA15. Handover/Takeover of the equipment/work area as per the 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. Proper weighing of rubber latex ingredients</p> <p>KB2. Effect of wrong weighing of ingredients and dipping line parameters</p> <p>KB3. Various dipping machines and their operations</p> <p>KB4. Proper compound mixing and preparation of dispersion and solutions</p> <p>KB5. Product weight and dimensional controls</p> <p>KB6. QC and QA procedure</p> <p>KB7. Periodical and planned maintenance shutdowns of dipping lines</p> <p>KB8. Preventive measures and emergency break down procedures</p> <p>KB9. Importance of cost controls</p> <p>KB10. Knowledge of required raw material, their specs and MSDS</p> <p>KB11. Knowledge of shelf life requirements</p> <p>KB12. Quality certified product</p>



**Prepare Dipping Line and Compound Solutions**

	<p>KB13. Various abnormalities and suitable response for abnormalities in equipment performance.</p> <p>KB14. Implications of delays in the preparation process.</p> <p>KB15. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB16. Cleanliness and safety requirements for commencing dipping operation</p> <p>KB17. Units of measurement.</p> <p>KB18. Response to emergencies, for example, power failures, fire, system failures, spillages and manual intervention to avoid disasters.</p> <p>KB19. Knowledge of appropriate batch sizes with respect to appropriate material.</p> <p>KB20. Basic arithmetic, chemistry, mechanical and electrical science</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 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, any such Schemes initiated by the organization)</p>
	<b>Integrity</b>

## Prepare Dipping Line and Compound Solutions

	<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. Handle automatic or batch dipping machine</p> <p>SB2. Cleaning of dipping lines</p> <p>SB3. Handling of rubbers, chemicals, solutions etc</p> <p>SB4. Follow testing procedures</p> <p>SB5. Handle steam, hot oils and water on production floor</p> <p>SB6. Handling of various types of material handling equipment</p> <p>SB7. 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>
	<p><b>Analytical Thinking</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB8. Diagnose common problems in the dipping line and materials based on visual inspection</p> <p>SB9. Suggest improvements(if any) in process based on experience</p>



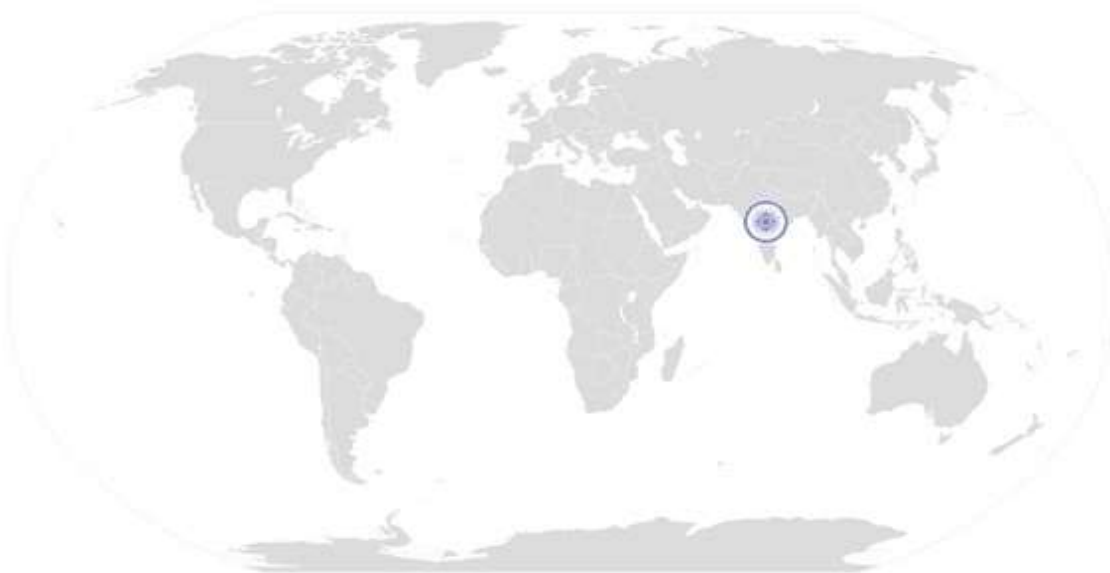
## NOS Version Control

<b>NOS Code</b>	RSC / N 1807		
<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>	Latex	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Dipping/Stripping	<b>Next review date</b>	02/12/15



[Back to QP](#)

# National Occupational Standard



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## Overview

This unit about undertaking dipping line operation for preparation of latex dip products.

<b>Unit Code</b>	RSC / N 1808
<b>Unit Title (Task)</b>	<b>Dipping Line Operation</b>
<b>Description</b>	This unit is about undertaking dipping operation for preparation of latex dip products.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure housekeeping and safety in the dipping line area.</li> <li>• Operating automatic or batch dipping 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 that the quantity of each ingredient is as specified in the instructions/ organizations SOP.</p> <p>PC2. Handle the material properly to avoid contamination</p> <p>PC3. Confirm raw materials and compounded latex specifications</p>
<b>Operation</b>	<p>PC4. Carry out startup and shut down procedures of the dipping lines</p> <p>PC5. Sequential addition of ingredients to be strictly followed as per instructions /SOP.</p> <p>PC6. Follow the standard operating procedures for dipping line operation</p> <p>PC7. Setting up of the lines with required speed, and required dimensions and weights as per required specifications</p> <p>PC8. Monitor Dip Line parameter controls, product dimensions, weight controls as well other quality requirement standards and controls.</p>
<b>Health &amp; Safety</b>	<p>PC9. Ensure the use of certified equipments for lifting ingredients and products for dipping operation</p> <p>PC10. Handle the ingredients and products using hand gloves and other safety equipment as directed by organizations safety department</p> <p>PC11. Adhere to all safety norms (such as wearing protective gloves, masks and shoes)</p> <p>PC12. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p> <p>PC13. Follow the guidance of safety department to contain spillages which may affect the health and safety of self or the environment in the dip line area</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Proper dipping line operation and its importance.</p>

<p>(Knowledge of the company/ organization and its processes)</p>	<p>KA2. Implications of poorly prepared material.</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 shopfloor practices (eg. 3S &amp; 5S)</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. Various dipping machines and their operations</p> <p>KB2. Startup and shut down procedures of dipping line</p> <p>KB3. Periodical and planned maintenance shutdowns of dipping lines</p> <p>KB4. Preventive measures and emergency break down procedures</p> <p>KB5. Production Batch / Lot size determination and compounding of raw materials as per requirement</p> <p>KB6. Dip Line parameter controls, product dimensions, weight controls as well other quality requirement standards and controls</p> <p>KB7. Compound preparations and product testing procedures as well laboratory procedures</p> <p>KB8. Product tumbling procedures</p> <p>KB9. Product former changes and cleaning procedures</p> <p>KB10. Standard operating procedures for all operations</p> <p>KB11. Cleanliness and safety requirements for dipping line operation.</p> <p>KB12. Effect of improper machine operation on the properties of product.</p> <p>KB13. Knowledge of quality certified product</p> <p>KB14. The process and importance of quality checks.</p> <p>KB15. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB16. Potential problems in dipping line operation</p> <p>KB17. Units of measurement.</p> <p>KB18. Knowledge of shelf life requirements</p>

### Dipping Line Operation

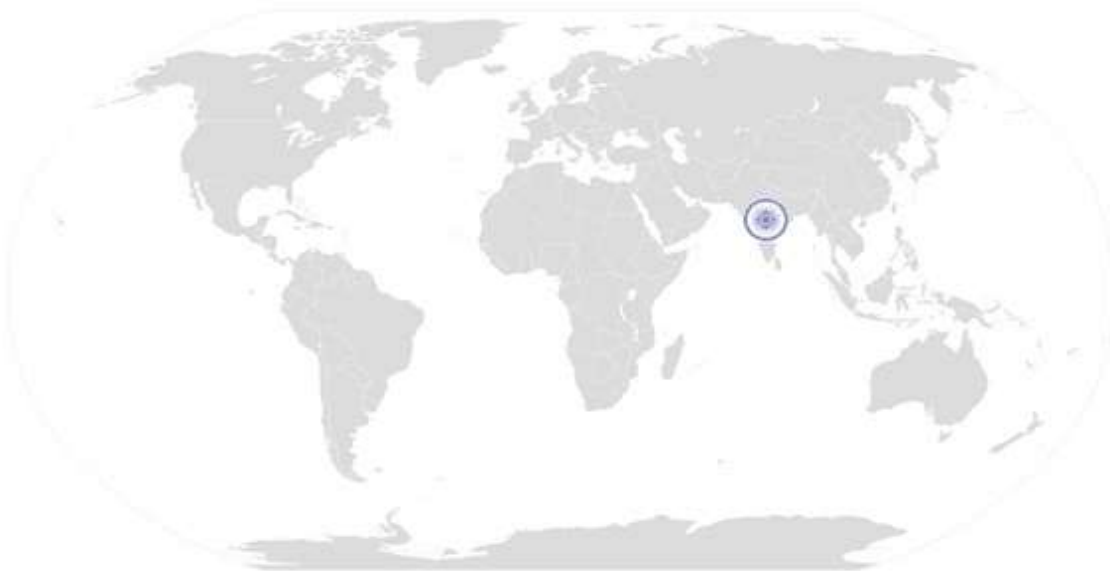
	<p>KB19. Response to emergencies, for example, power failures, fire, system failures and manual intervention to avoid disasters.</p> <p>KB20. Knowledge of appropriate batch sizes with respect to appropriate material.</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<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 , 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>
	<b>Motivation</b>

	<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> <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>
	<p><b>Material and Equipment Handling</b></p>
<b>B. Professional Skills</b>	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle working of dipping line.</p> <p>SB2. Handle rubbers, chemicals, solutions etc</p> <p>SB3. Handle of steam, hot oils and water on production floor</p> <p>SB4. Handle dip products</p> <p>SB5. Handling of various types of material handling equipment.</p>
	<p><b>Analytical Thinking</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Diagnose common problems in the dipping line operation and materials based on visual inspection and quality testing</p> <p>SB2. Suggest improvements(if any) in process based on experience</p> <p>SB3. Wastage reduction and optimal usage of material during dipping line operation</p>



## NOS Version Control

<b>NOS Code</b>	RSC / N 1808		
<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>	Latex	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Dipping/Stripping	<b>Next review date</b>	02/12/15



[Back to QP](#)

# National Occupational Standard



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## Overview

This unit is about performing activities after the completion of operations on dipping line.

## Perform Post-Dipping Activities

<b>Unit Code</b>	RSC / N 1809
<b>Unit Title (Task)</b>	Perform post dipping activities
<b>Description</b>	This unit is about performing activities after the completion of operations on dipping line.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Ensuring housekeeping and safety in the dipping line area</li> <li>Send sample to lab for testing</li> <li>Report repair and maintenance requirement</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. Cleaning of dipping line after the operation  PC2. Draw sample for lab testing and release.  PC3. Report repair and maintenance requirement to the Supervisor  PC4. Removal of scraps and downgraded products from each areas operations to concerned places</p>
<b>Material disposal</b>	PC5. Dispose of waste material safely, as per organizational SOP.
<b>Sampling</b>	PC6. Send sample of the product in the specified sample size and method as directed by the company
<b>Health &amp; Safety</b>	<p>PC7. Handle the prepared product using hand gloves and other safety equipment.  PC8. Adhere to all safety norms (such as wearing protective gloves , shoes, safety masks etc).  PC9. 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 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 poorly prepared product.  KA2. Importance of identifying nonconforming products and their storage.  KA3. Risk and impact of not following defined procedures/work instructions.  KA4. The escalation matrix and procedures for reporting identified problems.  KA5. Types of documentation in the organization and their importance.  KA6. Records to be maintained and the implications of their non-maintenance.</p>

**Perform Post-Dipping Activities**

	<p>KA7. Importance of housekeeping and good shop floor practices.</p> <p>KA8. Health, safety, and environment guidelines, legislations and regulations as applicable.</p> <p>KA9. Personal protection (which protective equipment to be used and how).</p> <p>KA10. Potential hazards and actions to minimize them.</p> <p>KA11. Impact of poor practices on health, safety and environment.</p> <p>KA12. The escalation matrix and procedures for reporting hazards.</p> <p>KA13. 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. Methods for removal and cleaning.</p> <p>KB2. Process and importance of quality checks.</p> <p>KB3. Implications of inappropriate waste disposal.</p> <p>KB4. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB5. Units of measurement.</p> <p>KB6. Knowledge of the storage life of prepared product, ambient temperature and its effect on final product.</p> <p>KB7. Removal of scraps and downgraded products from each areas operations to concerned places</p> <p>KB8. Proper start up and shut down procedure for dipping line</p> <p>KB9. Shelf life requirements</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<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> <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>

**Perform Post-Dipping Activities**

	<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> <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. Handle prepared product.</p> <p>SB2. Handle automatic or batch dipping machine</p> <p>SB3. Handling of various types of material handling equipments</p> <p>SB4. 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>
	<p><b>Analytical Thinking</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p>

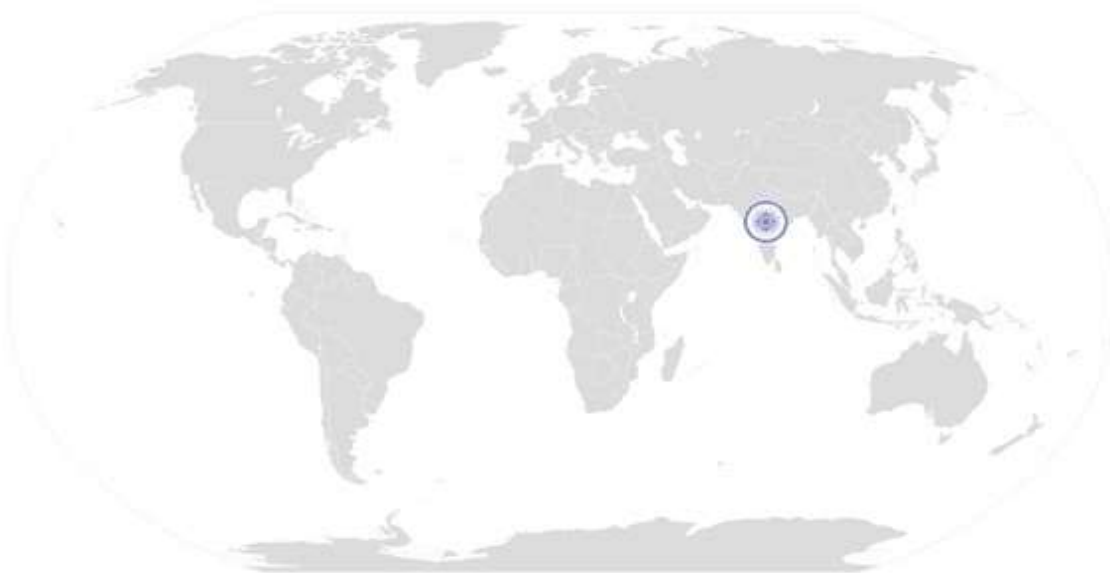
### Perform Post-Dipping Activities

	<p>SB5. Diagnose common problems in the prepared product based on visual inspection and quality checks</p> <p>SB6. Suggest improvements(if any) in process based on experience</p> <p>SB7. Preparation of specified product with required material and carry out suitable modifications as and when required</p>
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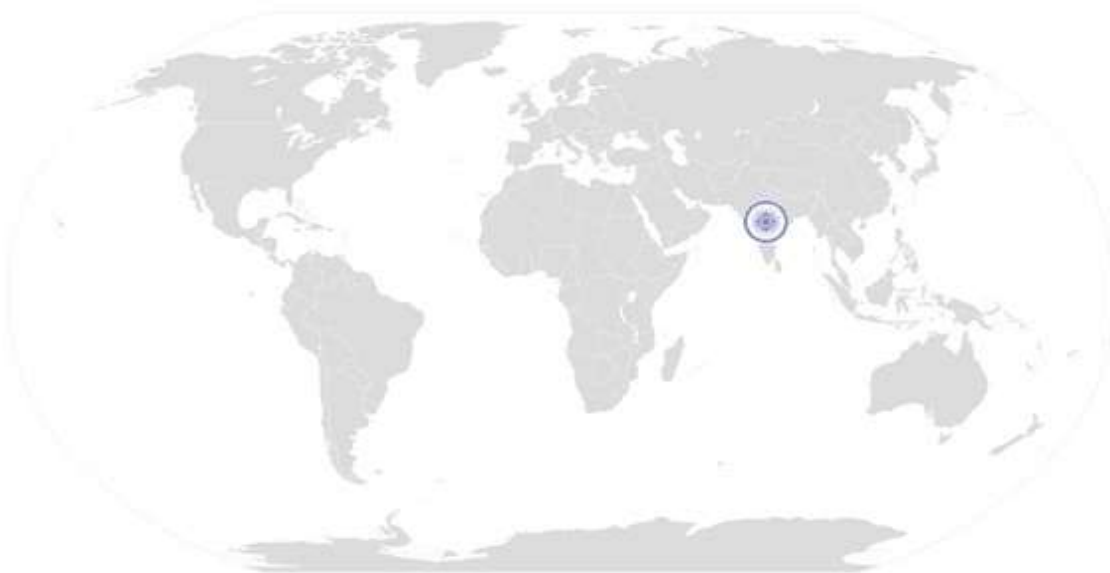




<b>NOS Code</b>	RSC / N 1809		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	Latex	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Dipping/Stripping	<b>Next review date</b>	02/12/15



# 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 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>

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 analyse one's learning.

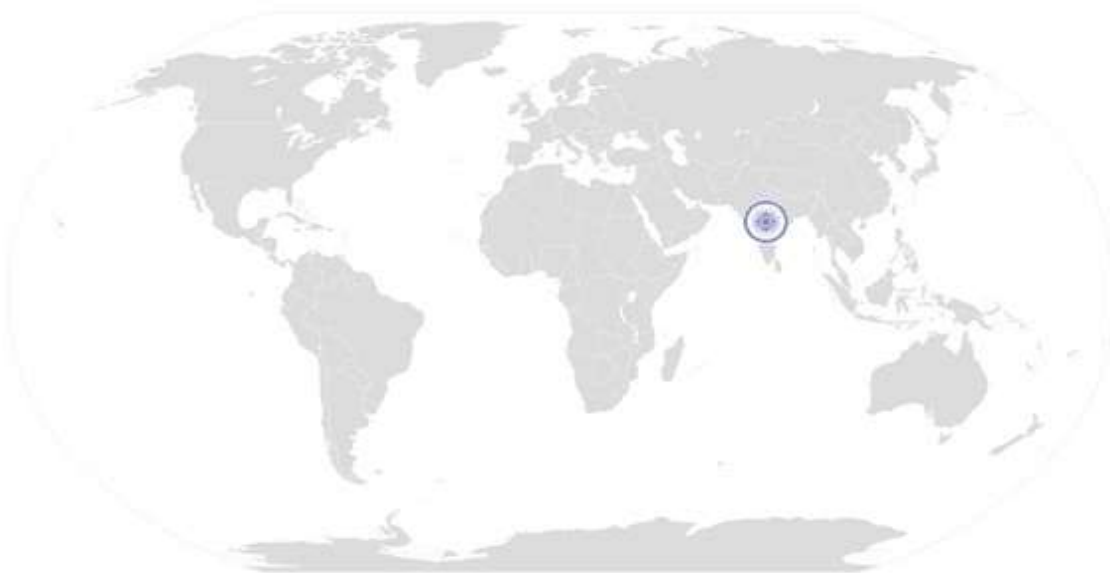
**Carry Out Housekeeping Activities**

	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>	RSC / N 5001		
<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>	Latex	<b>Last reviewed on</b>	14/06/14
<b>Occupation</b>	Dipping/Stripping	<b>Next review date</b>	14/06/15


[Back to QP](#)

# National Occupational Standard



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## Overview

This unit is about reporting and documentation

<b>Unit Code</b>	<b>RSC / N 5002</b>
<b>Unit Title (Task)</b>	<b>To carry out reporting and documentation</b>
<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 an 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 timescales</p> <p>KB9. The importance of ensuring that the documents are correct</p>

**To Carry Out Reporting And Documentation**

	<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>
<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>	

**To Carry Out Reporting And Documentation**

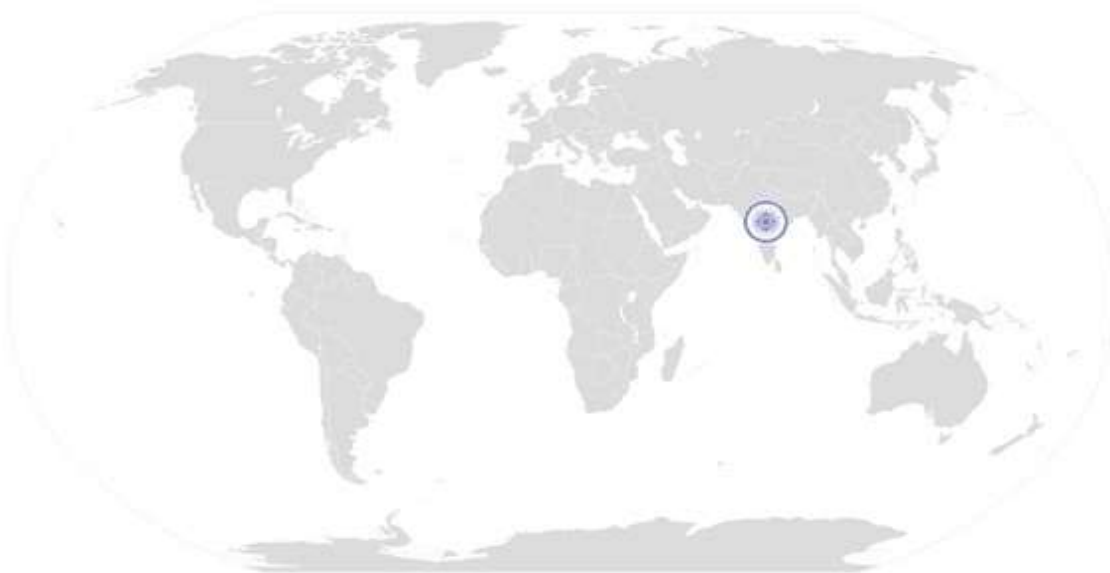
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one’s own work assignment SA17. Take initiative to enhance/learn skills in ones’s area of work SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse 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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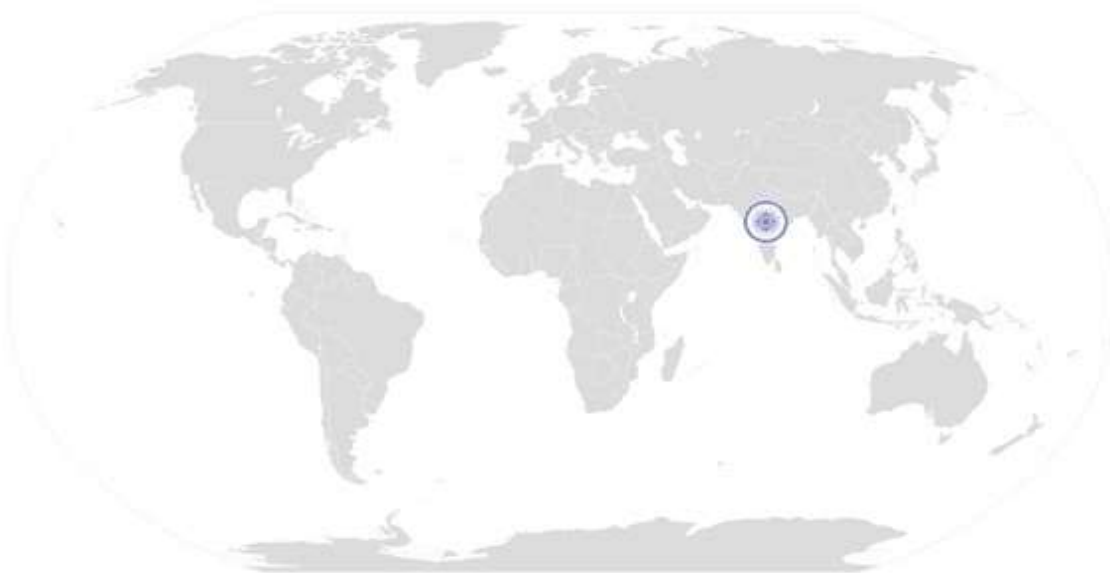
**To Carry Out Reporting And Documentation**

<b>NOS Code</b>	<b>RSC / N 5002</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>Latex</b>	<b>Last reviewed on</b>	<b>14/06/14</b>
<b>Occupation</b>	<b>Dipping/Stripping</b>	<b>Next review date</b>	<b>14/06/15</b>


[Back to QP](#)



# 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>	

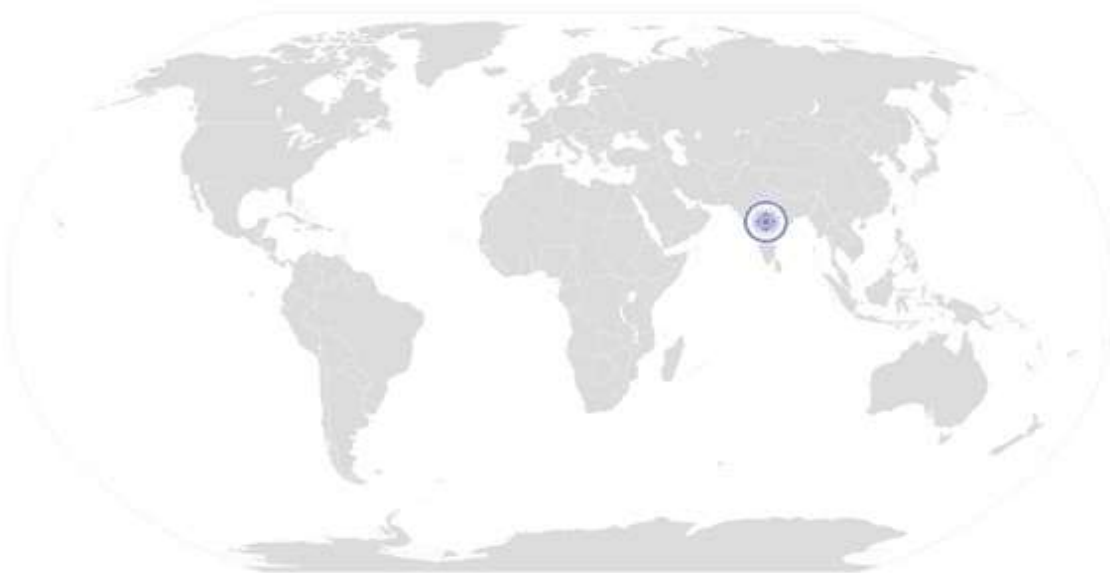
**To Carry Out Quality Checks**

	<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 ones’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 analyse 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.
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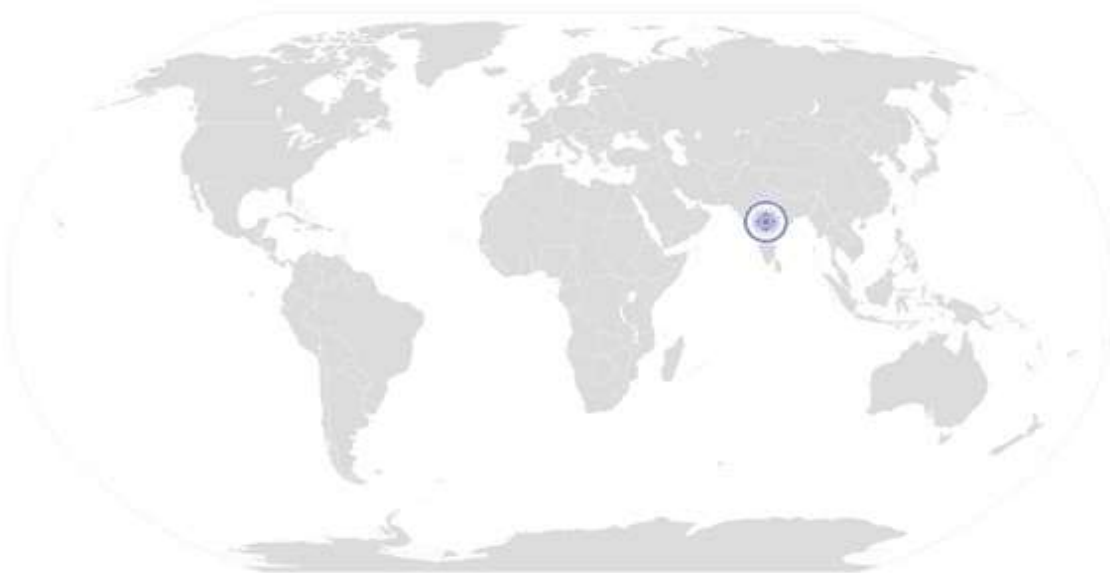
### To Carry Out Quality Checks

<b>NOS Code</b>	<b>RSC / N 5003</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>Latex</b>	<b>Last reviewed on</b>	<b>14/06/14</b>
<b>Occupation</b>	<b>Dipping/Stripping</b>	<b>Next review date</b>	<b>14/06/15</b>



[Back to QP](#)

# 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</p> <p>PC2. Identify any wrong practices that may lead to problems</p> <p>PC3. Identify practices that may impact the final product quality</p> <p>PC4. Identify if the problem has occurred before</p> <p>PC5. Identify other operations that might be impacted by the problem</p> <p>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)</p> <p>PC8. Consider possible reasons for identification of problems</p> <p>PC9. Consider applicable corrections and formulate corrective action</p> <p>PC10. Formulate action in a timely manner</p> <p>PC11. Communicate problem/remedial action to appropriate parties</p> <p>PC12. Take corrective action in a timely manner</p> <p>PC13. Take corrective action for problems identified according to the company procedures</p> <p>PC14. Report/document problem and corrective action in an appropriate manner</p> <p>PC15. Monitor corrective action</p> <p>PC16. Evaluate implementation of corrective action taken to determine if the</p>



**To Carry Out Problem Identification And Escalation**

	<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>
<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> <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>

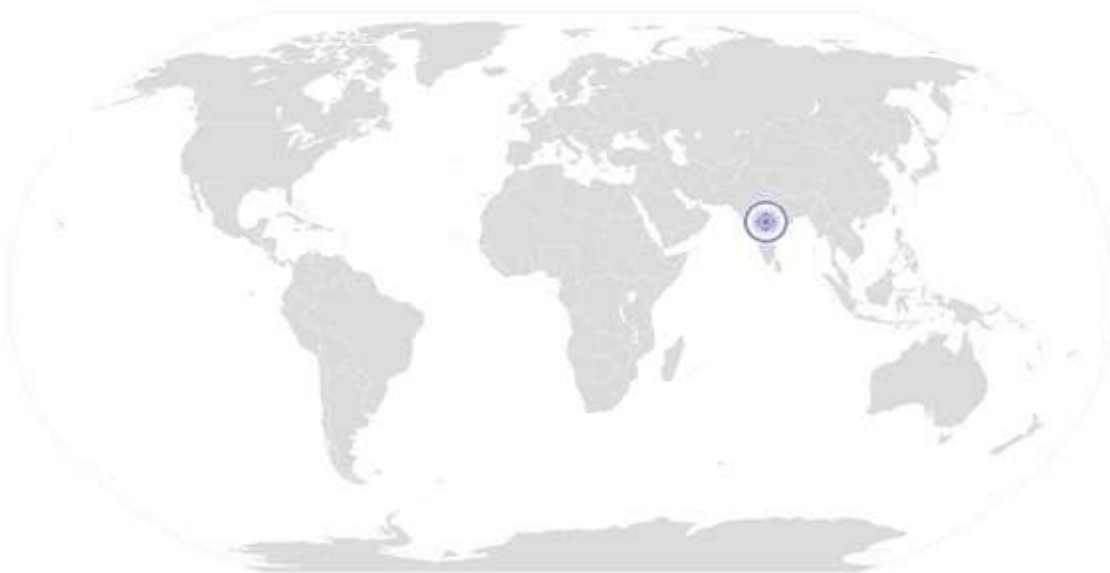
**To Carry Out Problem Identification And Escalation**

	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 analyse 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

**RSC / N 5004**
**To Carry Out Problem Identification And Escalation**

## 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>Latex</b>	<b>Last reviewed on</b>	<b>14/06/14</b>
<b>Occupation</b>	<b>Dipping/Stripping</b>	<b>Next review date</b>	<b>14/06/15</b>


[Back to QP](#)

**CRITERIA FOR ASSESSMENT OF TRAINEES**

**Job Role**                      Dipping Plant Operator  
**Qualification Pack**        RSC/ Q 1801  
**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 1807 Prepare Dipping Line and Compou	Equipmen t readiness	PC1. Ensure that the dipping line is clean and ready to use.	1	0	1
		PC2. Ensure that the tools required for dipping operation are ready.	1	0	1
		PC3. Ensure proper functioning of different equipments attached with the Dipping lines	7	4	3
		PC4. Utility services controls viz Boilers, Air compressors, water chillers, effluent treatment plants	12	9	3

nd Solutions		PC5. Preparation of the each dipping lines as per parameter requirements	11	7	4	
		PC6. Heating up of the line ovens and necessary controls of all oven	8	5	3	
	Raw material appropria teness and readiness		PC7. Preparation of compound dispersions, emulsions and solutions as per formulation	12	7	5
			PC8. Get the Latex compounding and testing for the required dip products done	7	4	3
			PC9. Monitor cooling of latex to the required levels to have a proper latex maturity	2	0	2
			PC10. Ensure the availability of ingredients for the required dipping operation as per specification	3	3	0
			PC11. Preparation of the each dipping lines as per the requirements with respect to formers , latex ,coagulant, solutions etc	4	0	4
			PC12. Heating up of the solutions and necessary controls of solution temperatures	5	3	2
			PC13. Ensure all balance unused left over ingredients are stored properly to avoid any contamination or deterioration during storage and are used up while preparing the next dipping line .	2	2	0
	Health & Safety		PC14. Precaution for dust/chemical inhaling	4	2	2
			PC15. Precaution against putting finger / hand inside the conveyor chain, beading machine / usage of safety break fitted on the machine	5	3	2
			PC16. Checking of dipping line to avoid conveyor chain derails and former breakages	1	0	1
			PC17. Awareness of wet floor and heated area environments	3	3	0
			PC18. Adhere to all safety norms (such as wearing protective gloves ,mask and safety shoes).	4	2	2
			PC19. Avoid spillage and in case of spillage occur , follow safety measures as laid down by safety department	6	4	2
			PC20. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	2	2	0
				100	60	40
	RSC / N 1808 Dipping	Raw material appropria	PC1. Ensure that the quantity of each ingredient is as specified in the instructions/ organizations SOP.	8	4	4
			PC2. Handle the material properly to avoid contamination	6	3	3

Line Operatio n	teness	PC3. Confirm raw materials and compounded latex specifications	7	4	3	
	Operatio n	PC4. Carry out startup and shut down procedures of the dipping lines	3	0	3	
		PC5. Sequential addition of ingredients to be strictly followed as per instructions /SOP.	12	3	9	
		PC6. Follow the standard operating procedures for dipping line operation	12	3	9	
		PC7. Setting up of the lines with required speed, and required dimensions and weights as per required specifications	13	4	9	
		PC8. Monitor Dip Line parameter controls, product dimensions, weight controls as well other quality requirement standards and controls.	13	4	9	
	Health & Safety	PC9. Ensure the use of certified equipments for lifting ingredientsand products for dipping operation	4	4	0	
		PC10. Handle the ingredients and products using hand gloves and other safety equipment as directed by organizations safety department	8	4	4	
		PC11. Adhere to all safety norms (such as wearing protective gloves,masks and shoes)	8	3	5	
		PC12. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	2	2	0	
		PC13. Follow the guidance of safety department to contain spillages which may affect the health and safety of self or the environment in the dip line area	4	2	2	
				100	40	60
	RSC / N 1809 Perform Post- Dipping Activities	Operatio n	PC1. Cleaning of dipping line afer the operation	14	8	6
PC2. Draw sample for lab testing and release.			13	7	6	
PC3. Report repair and maintenance requirement to the Supervisor			18	13	5	
PC4. Removal of scraps and downgraded products from each areas operations to concerned places			10	6	4	
Material disposal		PC5. Dispose of waste material safely, as per organizational SOP.	6	0	6	
Sampling		PC6. Send sample of the product in the specified sample size and method as directed by the company	16	12	4	
Health & Safety		PC7. Handle the prepared product using hand gloves and other safety equipment.	11	6	5	
		PC8. Adhere to all safety norms (such as wearing protective gloves , shoes,	9	5	4	

		safety masks etc).			
		PC9. 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/N50 01 To Carry Out Houseke eping	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	8	2	6



		meets requirements			
		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/N50 02 To Carry Out Reportin g And Documen tation	Reporting	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
	Recording 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
			100	60	40
RSC/N50 03 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
RSC/N50 04 To Carry Out Problem Identifica tion And Escalatio n	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
	Necessary 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