



# Model Curriculum

**QP Name: Automotive Paint Repair Assistant**

**QP Code: ASC/Q1407**

**NSQF Level: 2.5**

Automotive Skill Development Council  
E-113 GF Floor, Okhla Industrial Area, Phase III, New Delhi-110020

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## Training Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Automotive Vehicle Service
<b>Occupation</b>	Technical Service & Repair
<b>Country</b>	India
<b>NSQF Level</b>	2.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7132.0300
<b>Minimum Educational Qualification &amp; Experience</b>	5th Class pass with 4 years of relevant experience OR 8th Class Pass with 1 year of relevant experience OR 9th Class pass OR Certificate-NSQF (Automotive Washer Level 2) with 2 years of relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	14 Years
<b>Last Reviewed On</b>	27/05/2021
<b>Next Review Date</b>	27/05/2026
<b>NSQC Approval Date</b>	27/05/2021
<b>Model Curriculum Creation Date</b>	27/05/2021
<b>Model Curriculum Valid Up to Date</b>	27/05/2026
<b>Minimum Duration of the Course</b>	330 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	330 Hours, 0 Minutes

## Program Overview

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

### Training Outcomes

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

- Work effectively and efficiently as per schedules and timelines.
- Implement safety practices.
- Optimize the use of resources.
- Communicate effectively using interpersonal skills.
- Prepare vehicles for painting.

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>05:00</b>	<b>00:00</b>			<b>05:00</b>
Module 1: Introduction to the role of Automotive Paint Repair Assistant <i>Bridge Module</i>	05:00	0:00	-	-	05:00
<b>ASC/N9801 - Organize Work and Resources (Service)</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 2.5</b>	<b>20:00</b>	<b>35:00</b>	-	-	<b>55:00</b>
Module 2: Work effectively and efficiently	12:00	15:00	-	-	27:00
Module 3: Optimize resource utilization	08:00	20:00	-	-	18:00
<b>ASC/N1416 – Assist in vehicle painting by preparing vehicle body and other surfaces</b> <b>NOS Version No. 2.0</b>	<b>70:00</b>	<b>170:00</b>	-	-	<b>240:00</b>

<b>NSQF Level- 2.5</b>					
Module 4: Preparing vehicles for painting	70:00	170:00	-	-	240:00
<b>DGT/VSQ/N0101 - Employability Skills (30 hours)</b> <b>NOS Version No. – 1.0</b> <b>NSQF Level – 2.5</b>	<b>12:00</b>	<b>18:00</b>			<b>30:00</b>
Module 5: Introduction to Employability Skills	0.5:00	0.5:00			1:00
Module 6: Constitutional values - Citizenship	0.5:00	0.5:00			1:00
Module 7: Becoming a Professional in the 21st Century	0.5:00	0.5:00			1:00
Module 8: Basic English Skills	1:00	1:00			2:00
Module 9: Communication Skills	1.5:00	2.5:00			4:00
Module 10: Diversity & Inclusion	0.5:00	0.5:00			1:00
Module 11: Financial and Legal Literacy	1.5:00	2.5:00			4:00
Module 12: Essential Digital Skills	1:00	2:00			3:00
Module 13: Entrepreneurship	2.5:00	4.5:00			7:00
Module 14: Customer Service	1.5:00	2.5:00			4:00
Module 15: Getting ready for apprenticeship & Jobs	1:00	1:00			2:00
<b>Total Duration</b>	<b>107:00</b>	<b>223:00</b>	-	-	<b>330:00</b>

## Module Details

### Module 1 – Introduction to the Role of an Automotive Paint Repair Assistant

#### Bridge Module

#### Terminal Outcomes:

- Discuss how to work as per the defined role and responsibilities of an Automotive Paint Repair Assistant.

Duration: <05:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the role and responsibilities of an automotive paint repair assistant</li> <li>• List the schedules and checklists pertaining to surface preparation activities</li> <li>• Explain about Automotive Industry in India, workshop structure and role and responsibilities of different people in the workshop</li> <li>• Elaborate standard operating procedures (SOPs) regarding receiving vehicles, opening job card, allocation of work, invoicing, vehicle delivery, handling complaints etc.</li> <li>• Describe how to work as per organisational and professional code of ethics and standards of practice</li> <li>• Outline the safety, health and environment policies to be followed for the automotive sector</li> <li>• Discuss the standard operating procedures (SOP) recommended by OEM w.r.t. surface preparation job in the vehicle</li> </ul>	
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 2 - Work Effectively and Efficiently

Mapped to NOS ASC/N9801 v1.0

### Terminal Outcomes:

- Employ appropriate ways to maintain a safe and secure working environment.
- Perform work as per the quality standards.

<b>Duration:</b> <12:00>	<b>Duration:</b> <15:00>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Outline the organizational structure to be followed to report about health, safety and security breaches to the concerned authorities.</li> <li>• List the potential workplace related risks and hazards, their causes and preventions.</li> <li>• State the methods to keep the work area clean and tidy.</li> <li>• Discuss how to complete the given work within the stipulated time period.</li> <li>• Explain how to maintain a proper balance between team and individual goals.</li> <li>• Discuss epidemics and pandemics and their impact on society at large.</li> <li>• Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers.</li> <li>• Discuss the use of proper PPE for maintaining health and hygiene at workplace and the process of wearing/discarding them.</li> <li>• Define self-quarantine or self-isolation.</li> <li>• Discuss the importance of identifying and reporting symptoms to the concerned authorities.</li> <li>• Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic.</li> <li>• Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps if any.</li> <li>• Discuss the ways of dealing with stress and anxiety during an epidemic or a pandemic.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Perform routine cleaning of tools, equipment and machines.</li> <li>• Employ various techniques for checking malfunctions in the equipment as per Standard Operating Procedure (SOP).</li> <li>• Apply basic housekeeping practices to ensure that the work area is clean, such as mopping spills and leaks, cleaning grease stains etc.</li> <li>• Demonstrate how to evacuate the workplace in case of an emergency.</li> <li>• Show how to sanitize and disinfect one's work area regularly.</li> <li>• Demonstrate the correct way of washing hands using soap and water.</li> <li>• Demonstrate the correct way of sanitizing hands using alcohol-based hand rubs.</li> <li>• Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> <li>• Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.).</li> <li>• Prepare a list of relevant hotline/emergency numbers.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	

Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit  
Sanitization kit, disinfectants, alcohol-based sanitizers, different types of face masks, shields, suits, etc.



## Module 3 - Optimize Resource Utilization

Mapped to NOS ASC/N9801 v1.0

### Terminal Outcomes:

- Use the resources efficiently.
- Apply conservation practices at the workplace.

<b>Duration:</b> <08:00>	<b>Duration:</b> <20:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Explain the ways to optimize usage of resources.</li> <li>● Discuss various methods of waste management and its disposal.</li> <li>● List the different categories of waste for the purpose of segregation</li> <li>● Differentiate between recyclable and non-recyclable waste</li> <li>● State the importance of using appropriate colour dustbins for different types of waste.</li> <li>● Discuss the common sources of pollution and ways to minimize it.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform basic checks to identify any spills and leaks and that need to be plugged /stopped.</li> <li>● Demonstrate different disposal techniques depending upon different types of waste.</li> <li>● Employ different ways to check if equipment/machines are functioning as per requirements and report malfunctioning, if observed.</li> <li>● Employ ways for efficient utilization of material and water</li> <li>● Use energy efficient electrical appliances and devices to ensure energy conservation</li> </ul>
<b>Classroom Aids:</b>	
White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	
Different type of waste bins to collect and segregate waste for disposal	

## Module 4 – Preparing vehicle/body panels for painting

Mapped to NOS ASC/N1416 v2.0

### Terminal Outcomes:

- Perform the steps to prepare for pre-paint, paint and post surface preparation activities

<b>Duration: &lt;70:00&gt;</b>	<b>Duration: &lt;170:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• discuss the importance of reviewing the job card to understand the scope of work</li> <li>• Explain various types of body panels and their specifications.</li> <li>• Discuss the process of collecting tools/equipment, consumables, new body panels, spare parts, etc. required for the job.</li> <li>• Explain the organization structure for reporting malfunctions or any discrepancies to the concerned person</li> <li>• List the precautions to be taken as per the safety norms to avoid damage to the vehicle and its components while carrying out pre-painting work.</li> <li>• Discuss techniques and consumables/cleaning material used to clean the surface at different stages of surface preparation.</li> <li>• Explain the different techniques of masking the adjacent surface and panels.</li> <li>• Identify the types of masking tapes and paper used to prevent scratches/overspray.</li> <li>• List various abrasive and sanding tools used to remove paint.</li> <li>• Describe the different techniques of sanding and using the sand paper w.r.t. particular surface</li> <li>• Summarise the process of mixing and applying body fillers/putty/primer as per OEM.</li> <li>• Outline the various methods to ensure surface is dust/contamination free until job completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform steps to place the vehicle on an appropriate platform as per job.</li> <li>• Demonstrate how to inspect the functioning of tools/equipment and their calibration status</li> <li>• Perform inspection of body panels of the vehicle</li> <li>• Show how to clean the surface of the vehicle using different techniques as per OEM SOP.</li> <li>• Employ suitable techniques to mask the body parts which are not to be painted with masking tapes and paper</li> <li>• Demonstrate the steps for mixing and application of body filler/putty as per OEM</li> <li>• Apply standard operating procedure to sand the body filler, using dry guide coat between sanding steps to highlight imperfections in repair area</li> <li>• Perform steps to apply primer using spray gun and cure as per OEM</li> <li>• Demonstrate how to sand the primer using suitable abrasive and tools, using dry guide coat between sanding steps</li> <li>• Show how to inspect the surface repair work and report to supervisor/service advisor in case of any discrepancies.</li> <li>• Employ appropriate waste-disposal techniques for disposing waste</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the standard operating procedures to sand the body filler and primer in between sanding steps.</li> <li>• List the activities to be performed to confirm the completion of assigned task.</li> <li>• Discuss the organizational policies for disposing off materials like old abrasive paper, empty cans, etc.</li> <li>• Elaborate standard operating procedures (SOPs) regarding cleaning, masking, sanding, putty and primer application as per OEM</li> <li>• List manufacturer's specification for consumables, cleaning material and body parts</li> <li>• Identify various consumables and other materials using OEM nomenclature to be used for the job</li> <li>• Discuss the different painting processes and rust prevention techniques</li> <li>• Explain the functioning of various painting tools/equipment, materials and their usage, storage and maintenance</li> <li>• Discuss various personal protective equipment required for the job as per organisation/OEM guidelines with their usage</li> </ul>	<p>materials like old abrasive papers, empty cans, etc.</p> <ul style="list-style-type: none"> <li>• Prepare the report/record required for the surface preparation job.</li> <li>• Show how to use various PPE and how to prepare work area by cleaning and placing tools/equipment in an organised manner.</li> <li>• Demonstrate how to clean the tools before returning them to the concerned authorities after completion of the job</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
Vehicle, various body parts, tools and equipment, material, Masking tapes, paints, cleaners, degreasers, primers, brushes, cleaning tools, auto-spray-painter, putty, sanding tools, polishing and finishing tools	

## Module 5: Introduction to Employability Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

**Duration:** <0.5:00>

**Duration:** <0.5:00>

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate Employability Skills</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 6: Constitutional values - Citizenship

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

Duration: <0.5:00>	Duration: <0.5:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>Show how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 7: Becoming a Professional in the 21st Century

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

Duration: <0.5:00>	Duration: <0.5:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes

<ul style="list-style-type: none"> <li>Discuss 21st century skills.</li> </ul>	<ul style="list-style-type: none"> <li>Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 8: Basic English Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss need of basic English skills.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate basic English sentences/phrases while speaking</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 9: Communication Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>

<ul style="list-style-type: none"> <li>• Discuss need of communication skills</li> <li>• Describe importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Demonstrate working with others in a team</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 10: Diversity & Inclusion

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 11: Financial and Legal Literacy

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>

<ul style="list-style-type: none"> <li>Discuss the significance of using financial products and services safely and securely.</li> <li>Explain the importance of managing expenses, income, and savings.</li> <li>Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways of managing expenses, income, and savings.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 12: Essential Digital Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

<b>Duration:</b> <1:00>	<b>Duration:</b> <2:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>Show how to operate digital devices and use the associated applications and features, safely and securely</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Entrepreneurship

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <2.5:00>	<b>Duration:</b> <4.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>

<ul style="list-style-type: none"> <li>Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 14: Customer Service

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Differentiate between types of customers.</li> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Show how to maintain hygiene and dressing appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 15: Getting ready for apprenticeship & Jobs

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of dressing up</li> </ul>	<ul style="list-style-type: none"> <li>Create a biodata</li> </ul>



<p>neatly and maintaining hygiene for an interview</p> <ul style="list-style-type: none"> <li>• Discuss how to search and register for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Use various sources to search and apply for jobs</li> </ul>
<p><b>Classroom Aids:</b></p>	
<p>Whiteboard, marker pen, projector</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p> </p>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanic Motor Vehicle	2	Four Wheeler Service	1	Four Wheeler Service	NA
ITI	Mechanic Motor Vehicle	3	Four Wheeler Service	0	NA	NA
Certificate-NSQF Level 5	Four Wheeler Lead Technician	2	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile/Mechanical Engineering	1	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile/Mechanical Engineering	2	Four Wheeler Service	0	NA	NA

Trainer Certification	
Domain Certification	Platform Certification
“Automotive Paint Repair Assistant”, QP: “ASC/Q1407”, minimum accepted score is 80%	Recommended that the trainer is certified for the job role “Trainer (VET and Skills)”, Mapped to Qualification Pack: MEP/Q2601, V2.0” Minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanic Motor Vehicle	3	Four Wheeler Service	1	Four Wheeler Service	NA
ITI	Mechanic Motor Vehicle	4	Four Wheeler Service	0	NA	NA
Certificate-NSQF Level 5	Four Wheeler Lead Technician	3	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile/Mechanical Engineering	2	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile/Mechanical Engineering	3	Four Wheeler Service	0	NA	NA

Assessor Certification	
Domain Certification	Platform Certification
<p>“Automotive Paint Repair Technician”, QP: “ASC/Q1407”, minimum accepted score is 80%</p>	<p>Recommended that the Assessor is certified for the job role “Assessor (VET and Skills)”, Mapped to Qualification Pack: MEP/Q2701, V2.0” Minimum accepted score is 80%.</p>

## Assessment Strategy

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

### 2. Testing Environment – The assessor should:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

### 3. Assessment Quality Assurance levels/Framework:

- Question papers are created by the Subject Matter Experts (SME)
- Question papers created by the SME are verified by the other subject Matter Experts
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified & trainer must be ToT Certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

### 5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

### 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded/accessed from Cloud Storage
- Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

## References

## Glossary

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

## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>PwD</b>	Persons with Disability
<b>OEM</b>	Original Equipment Manufacturer