



# Model Curriculum

**QP Name: Automotive Body Painting Assistant**

**QP Code: ASC/Q3302**

**NSQF Level: 2**

Automotive Skills 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>	Manufacturing
<b>Occupation</b>	Painting & Surface Treatment Operation
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7132.0901
<b>Minimum Educational Qualification and Experience</b>	5th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	31-August-2021
<b>Next Review Date</b>	31-August-2024
<b>NSQC Approval Date</b>	31-August-2021
<b>Model Curriculum Creation Date</b>	31-August-2021
<b>Model Curriculum Valid Up to Date</b>	31-August-2024
<b>Minimum Duration of the Course</b>	300 Hours 00 Minutes
<b>Maximum Duration of the Course</b>	300 Hours 00 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.

- Support paint shop technician or operator in pre-painting activities such as lifting of workpiece, inspection of tools and equipment, masking etc.
- Support paint shop technician or operator during body treatment and painting activities.
- Support paint shop technician or operator in post-painting operations such as cleaning and inspection.
- Work effectively and efficiently as per schedules and timelines.
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.

### 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 an Automotive Body Painting Assistant	05:00	0:00			05:00
<b>ASC/N9803 – Organize work and resources (Manufacturing) NOS Version No. – 1.0 NSQF Level – 2</b>	<b>15:00</b>	<b>40:00</b>			<b>55:00</b>
Module 2: Organize work and resources according to safety and conservation standards	15:00	40:00			55:00
<b>ASC/N3303 – Support the technician or operator during body treatment and painting processes NOS Version No. – 2.0 NSQF Level - 2</b>	<b>60:00</b>	<b>120:00</b>	<b>30:00</b>		<b>210:00</b>
Module 3: Prepare for body treatment and painting processes	35:00	70:00	30:00		135:00
Module 4: Support in body	25:00	50:00			75:00

treatment and painting processes					
<b>DGT/VSQ/N0101 - Employability Skills (30 hours) NOS Version No. – 1.0 NSQF Level – 2</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>92:00</b>	<b>178:00</b>	<b>30:00</b>		<b>300:00</b>

# Module Details

## Module 1: Introduction to the role of an Automotive Body Painting Assistant

### *Bridge module*

#### Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Body Painting Assistant.

<b>Duration: &lt;05:00&gt;</b>	<b>Duration: &lt;00:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the role and responsibilities of an Automotive Body Painting Assistant.</li> <li>• Discuss the job opportunities of an Automotive Body Painting Assistant.</li> <li>• Explain about Indian automotive manufacturing market.</li> <li>• List various automobile Original Equipment Manufacturers (OEMs) and different products/ models manufactured by them.</li> <li>• Discuss the standards and procedures involved in the different processes of vehicle body painting.</li> </ul>	
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector, standard checklists and schedules samples	
<b>Tools, Equipment and Other Requirements</b>	

## Module 2: Organize work and resources according to safety and conservation standards

### Mapped to ASC/N9803, v1.0

#### Terminal Outcomes:

- Employ appropriate ways to maintain safe and secure working environment.
- Perform work as per the quality standards.
- Apply conservation practices at the workplace.

Duration: <15:00>	Duration: <40:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the potential workplace related risks and hazards, their causes and preventions.</li> <li>• Identify PPE to be used at workplace.</li> <li>• Identify various warning signs used at the workplace.</li> <li>• Describe appropriate strategies to deal with emergencies and accidents at the workplace.</li> <li>• Outline the organizational structure to be followed to report about health, safety and security breaches to the concerned authorities.</li> <li>• Discuss the importance of keeping work area clean and tidy.</li> <li>• Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol based hand sanitizers or soap.</li> <li>• Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps if any to the concerned authorities.</li> <li>• Discuss the ways of dealing with stress and anxiety.</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>• Explain 5S guidelines at workplace.</li> <li>• List the various materials used at the workplace.</li> <li>• Explain organisational recommended procedure for storage of tools, equipment and material after completion of work.</li> <li>• Explain the ways to optimize usage of resources.</li> <li>• Discuss various methods of waste management and its disposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate safety practices to ensure safety of people at the workplace</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 the use of fire extinguisher.</li> <li>• Apply basic first aid procedure in case of emergencies.</li> <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>• 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>• Demonstrate how to evacuate the workplace in case of an emergency.</li> <li>• Demonstrate sorting of materials, tools and equipment and spare parts after completion of work.</li> <li>• Demonstrate the steps involved in storage of tools, equipment and material after completion of work.</li> <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 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</li> </ul>

<ul style="list-style-type: none"> <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 common practices for conserving electricity at workplace.</li> <li>• Discuss the common sources of pollution and ways to minimize it.</li> </ul>	<p>material and water.</p>
<p><b>Classroom Aids:</b></p>	
<p>Whiteboard, marker pen, projector</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<ul style="list-style-type: none"> <li>• Housekeeping material: Cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, hand towel, fire extinguisher</li> <li>• Safety gears: Safety shoes, ear plug, goggles, gloves, helmet, first-aid kit</li> </ul>	



## Module 3: Prepare for body treatment and painting processes

### Mapped to ASC/N3303, v2.0

#### Terminal Outcomes:

- Identify painting material tools and equipment required for body treatment and painting processes.
- Perform the steps to carry out pre-painting activities such as lifting of vehicle components, inspection of tools and equipment, masking of vehicle components etc.

<b>Duration:</b> <35:00>	<b>Duration:</b> <70:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the common terminologies used in painting work.</li> <li>• List painting material, tools, equipment, jigs and accessories required during body treatment and painting work.</li> <li>• Describe the select criteria of different painting tools, appropriate paint materials and mixing ingredients.</li> <li>• Discuss the organisational process of collecting and returning the material, tools, equipment, jigs and accessories to the store.</li> <li>• Summarise the steps to be performed for checking the tools and incoming vehicle body or parts before use.</li> <li>• Discuss the importance of masking the vehicle parts.</li> <li>• Summarise the steps to be performed for checking the locking of vehicle body or parts.</li> <li>• Discuss ways for safe handling and no damage of vehicle body or parts during loading and unloading.</li> <li>• Discuss the necessary precautions to avoid any hazard and accident during painting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the standard operating procedure to use tools, equipment and accessories required during body treatment and painting work.</li> <li>• Apply appropriate ways of checking the tools and incoming vehicle body or parts for defects before use.</li> <li>• Demonstrate organisational procedure of returning the defective and bad quality tools and incoming vehicle body or parts to body shop or stores.</li> <li>• Show how to clean the vehicle body or parts before use.</li> <li>• Show how to apply the masking tape on vehicle parts needed to protect from paint.</li> <li>• Apply appropriate ways of checking the vehicle body or parts are locked properly in locking clamp of jigs and fixtures.</li> <li>• Show how to clamp or tie a wire to lock the jigs and fixtures properly.</li> <li>• Show how to securely load / unload the vehicle body or parts manually or by using lifting equipment.</li> <li>• Apply appropriate ways to record the data of the vehicle body or parts going for the pre-treatment process as per organisational guidelines.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• PPT's, teaching aids</li> <li>• Pre-treatment line consisting of degreasing phosphating &amp; passivation facility, all type of chemicals for pre-treatment</li> <li>• R.O &amp; D.M Water</li> <li>• Painting booth (4'x6'x10') approx with water screen facility, Paint Mixing Room, Inspection Booth With Sufficient Light (700 Lux)</li> <li>• Painting Table, Paint Simulator</li> </ul>	

- Defective Parts With (Dust, Dry Flow )
- Samples Of Different Type Of Points i.e. Synthetic, Nc Parts & Pu Base Points
- Process Flow Charts Showing Pre-treatment Details & Parameters, Process Flow Charts Showing Painting Process & Parameters
- Paint transfer pump, spray gun, hose for spray gun, pressure gauges, paints, primers & thinners, viscosity, testing meter, stop watch, stirrer, paint container, sand paper of different grades, masking tapes, tool kit, air blow gun, vacuum machine, infrared drier, paint gun cleaning system, paint gun stand, sealant gun, paint mixing scale, digital weighing machine, tag rag, hangers for holding components, baking oven, paint thickness tester, pencil for scratch resistance test, adhesion tester with tape (cutter, knife), salt spray tester, lab equipment beakers/pipette, conductivity meter
- **lifting devices:** hoists, cranes, bins, part trolleys, pallet trucks
- **Safety materials:** Fire extinguisher, leather safety gloves, aprons, safety glasses, helmet, safety shoe, booth mask, nose mask, cap for head and first-aid kit
- **Cleaning material:** Tip cleaner, wire brush (M.S.), cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, hand towel

## Module 4: Support in body treatment and painting processes

### Mapped to ASC/N3303, v2.0

#### Terminal Outcomes:

- Demonstrate how to support paintshop operator during body treatment and painting processes.
- Perform the steps to carry out post-painting activities.

Duration: <25:00>	Duration: <50:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe process flow of body treatment and painting operations.</li> <li>• Describe do's and don'ts of the pre-treatment and surface preparation process.</li> <li>• Discuss correct way of holding tools and accessories during the body treatment and painting activities.</li> <li>• List consumables and accessories required during the body treatment and painting activities.</li> <li>• Discuss the process of unloading and placing the painted components on the designated place as per the work instructions.</li> <li>• Discuss the tasks to be performed post-painting.</li> <li>• Summarise the commonly occurring defects in the painted parts.</li> <li>• Discuss the impact of defects on the quality of painted parts.</li> <li>• Explain the inspection methods for identifying the defects and checking the quality of painted parts as per the control plan.</li> <li>• Discuss the process of segregating, tagging and storing of damaged and ok parts as per organisational guidelines.</li> <li>• Discuss various cleaning methods to clean the tools, equipment, fixtures, process auxiliaries and work area.</li> <li>• Recall organisational recommended procedure for storage of the tools, equipment and process auxiliaries after completion of work.</li> <li>• List different methods for disposing off waste material and scrap.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to hold the tools and accessories during body treatment and painting activities in the correct manner and safely.</li> <li>• Apply appropriate ways to wipe extra sealer, under body PVC and extra SGC (Stone Guard Coating) from the painted vehicle body or parts.</li> <li>• Show how to remove the masking tape and jigs from vehicle body or parts after completion of work.</li> <li>• Demonstrate how to support the paintshop operator in inspection for identifying the defects and checking the quality of painted parts.</li> <li>• Show how to support paintshop operator in segregating, tagging and storing of the painted parts as per organisational guidelines.</li> <li>• Apply appropriate cleaning methods to clean the tools, equipment and process auxiliaries after completion of work.</li> <li>• Demonstrate the organisational procedure involved in storage of tools, equipment and process auxiliaries after completion of work.</li> <li>• Apply appropriate ways to clean the work area.</li> <li>• Show how to dispose scrap or waste as per organisational guidelines.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	

### Tools, Equipment and Other Requirements

- PPT's, teaching aids
- Pre-treatment line consisting of degreasing phosphating & passivation facility, all type of chemicals for pre-treatment
- R.O & D.M Water
- Painting booth (4'x6'x10') approx with water screen facility, Paint Mixing Room, Inspection Booth With Sufficient Light (700 Lux)
- Painting Table, Paint Simulator
- Defective Parts With (Dust, Dry Flow )
- Samples Of Different Type Of Points i.e. Synthetic, Nc Parts & Pu Base Points
- Process Flow Charts Showing Pre-treatment Details & Parameters, Process Flow Charts Showing Painting Process & Parameters
- Paint transfer pump, spray gun, hose for spray gun, pressure gauges, paints, primers & thinners, viscosity, testing meter, stop watch, stirrer, paint container, sand paper of different grades, masking tapes, tool kit, air blow gun, vacuum machine, infrared drier, paint gun cleaning system, paint gun stand, sealant gun, paint mixing scale, digital weighing machine, tag rag, hangers for holding components, baking oven, paint thickness tester, pencil for scratch resistance test, adhesion tester with tape (cutter, knife), salt spray tester, lab equipment beakers/pipette, conductivity meter
- **lifting devices:** hoists, cranes, bins, part trolleys, pallet trucks
- **Safety materials:** Fire extinguisher, leather safety gloves, aprons, safety glasses, helmet, safety shoe, booth mask, nose mask, cap for head and first-aid kit
- **Cleaning material:** Tip cleaner, wire brush (M.S.), cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, hand towel

## 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

<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>• 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

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

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanics/Fitter	3	Mechanics/Fitter	1	Mechanics/Fitter	NA
ITI	Mechanics/Fitter	4	Mechanics/Fitter	0	Mechanics/Fitter	NA
Certificate NSQF- Level 4	Automotive Body Painting Technician	3	Automotive Body Painting Technician	1	Automotive Body Painting Technician	NA
Diploma	Mechanical/Automobile	2	Mechanical/Automobile	1	Mechanical/Automobile	NA
Diploma	Mechanical/Automobile	3	Mechanical/Automobile	0	Mechanical/Automobile	NA

Trainer Certification	
Domain Certification	Platform Certification
“Automotive Body Painting Assistant, ASC/Q3302, version 2.0”. 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	Mechanics/ Fitter	4	Mechanics/ Fitter	1	Mechanics/ Fitter	NA
ITI	Mechanics/ Fitter	5	Mechanics/ Fitter	0	Mechanics/ Fitter	NA
Certificate NSQF- Level 4	Automotive Body Painting Technician	4	Automotive Body Painting Technician	1	Automotive Body Painting Technician	NA
Diploma	Mechanical/Automobile	3	Mechanical/ Automobile	1	Mechanical/ Automobile	NA
Diploma	Mechanical/Automobile	4	Mechanical/ Automobile	0	Mechanical/ Automobile	NA

Assessor Certification	
Domain Certification	Platform Certification
<p>“Automotive Body Painting Assistant, ASC/Q3302, version 2.0”. 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 SDMS/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:
  - 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 created by the Subject Matter Experts (SME)
  - Question papers created by the SME 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 upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. 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>SOP</b>	Standard Operating Procedure
<b>WI</b>	Work Instructions
<b>PPE</b>	Personal Protective equipment