



# Model Curriculum

**QP Name: Automotive Quality Control Lead Inspector**

**QP Code: ASC/Q6305**

**NSQF Level: 4.5**

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

# Table of Contents

Training Parameters.....	3
Program Overview .....	4
Training Outcomes.....	4
Compulsory Modules.....	4
Module 1: Introduction to the role of an Automotive QC Lead Inspector .....	5
Module 2: Manage work and resources according to safety and conservation standards.....	6
Module 3: Calibrate and maintain the quality of parts and processes.....	9
Module 4-15: Employability NOS .....	10
Annexure.....	11
Trainer Requirements .....	11
Assessor Requirements.....	12
Assessment Strategy.....	13
References .....	14
Glossary.....	14
Acronyms and Abbreviations .....	15

## Training Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Manufacturing
<b>Occupation</b>	Automotive Quality Assurance
<b>Country</b>	India
<b>NSQF Level</b>	4.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/1213.0101
<b>Minimum Educational Qualification and Experience</b>	10th Class pass with 3 years of relevant experience OR Completed 3 years Diploma (after class 10th) OR Completed 2 years Diploma (after class 12th) OR Pursuing 1st year of B.E/B.Tech and continuous education OR Certificate-NSQF (Electric Vehicle Quality Control Inspector Level 3.5) with 3 Years of Experience with minimum education as 8th class pass
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	22 years
<b>Last Reviewed On</b>	29/07/2021
<b>Next Review Date</b>	29/07/2026
<b>NSQC Approval Date</b>	29/07/2021
<b>Model Curriculum Creation Date</b>	29/07/2021
<b>Model Curriculum Valid Up to Date</b>	29/07/2026
<b>Minimum Duration of the Course</b>	510 Hours 00 Minutes
<b>Maximum Duration of the Course</b>	510 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.

- Carry out calibration and validation of all testing and measuring equipment as per SOP.
- Carry out quality inspection activities such as inspection of automotive parts, products and processes, measuring dimensions of part and product, etc.
- 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>0:00</b>			<b>05:00</b>
Module 1: Introduction to the role of an Automotive Quality Control Lead Inspector	05:00	0:00			05:00
<b>ASC/N9810: Manage work and resources (Manufacturing)</b> NOS Version No. – 1.0 NSQF Level – 4.5	<b>25:00</b>	<b>30:00</b>			<b>55:00</b>
Module 2: Manage work and resources according to safety and conservation standards	25:00	30:00			55:00
<b>ASC/N6310 – Calibrate and maintain the quality of parts and processes</b> NOS Version No. – 2.0 NSQF Level – 4.5	<b>115:00</b>	<b>245:00</b>	<b>30:00</b>		<b>390:00</b>
Module 3: Calibrate and maintain the quality of parts and processes	115:00	245:00	30:00		390:00
<b>DGT/VSQ/N0102 - Employability Skills (60 hours)</b> NOS Version No. – 1.0 NSQF Level – 4.5	<b>24:00</b>	<b>36:00</b>			<b>60:00</b>
Module 4: Introduction to Employability Skills	0.5:00	1:00			1.5:00

Module 5: Constitutional values - Citizenship	0.5:00	1:00			1.5:00
Module 6: Becoming a Professional in the 21st Century	1:00	1.5:00			2.5:00
Module 7: Basic English Skills	4:00	6:00			10:00
Module 8: Career Development & Goal Setting	1:00	1:00			2:00
Module 9: Communication Skills	2:00	3:00			5:00
Module 10: Diversity & Inclusion	1:00	1.5:00			2.5:00
Module 11: Financial and Legal Literacy	2:00	3:00			5:00
Module 12: Essential Digital Skills	4:00	6:00			10:00
Module 13: Entrepreneurship	3:00	4:00			7:00
Module 14: Customer Service	2:00	3:00			5:00
Module 15: Getting ready for apprenticeship & Jobs	3:00	5:00			8:00
<b>Total Duration</b>	<b>169:00</b>	<b>311:00</b>	<b>30:00</b>		<b>510:00</b>

# Module Details

## Module 1: Introduction to the role of an Automotive Quality Control Lead Inspector

### Bridge module

#### Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Quality Control Lead Inspector.

<b>Duration:</b> <05:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the role and responsibilities of an Automotive Quality Control Lead Inspector.</li> <li>• Discuss the job opportunities of an Automotive Quality Control Lead Inspector.</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 quality inspection.</li> </ul>	
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

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

### Mapped to ASC/N9810, v1.0

#### Terminal Outcomes:

- Employ appropriate ways to maintain safe and secure working environment
- Apply material and energy conservation practices at the workplace.

Duration: <25:00>	Duration: <30:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss organisational procedures for health, safety and security and individual role and responsibilities related to the same.</li> <li>• List the potential workplace related risks, threats and hazards, their causes and preventions.</li> <li>• List personal protective equipment like safety gloves, glasses, shoes and mask used at the workplace.</li> <li>• List various types of fire extinguisher.</li> <li>• Identify various safety boards/ signs placed on the shop floor.</li> <li>• Explain 5S standards, procedures and policies followed at workplace.</li> <li>• Discuss organisational procedures to deal with emergencies and accidents at the workplace and importance of following them.</li> <li>• State the importance of conducting safety drills or training sessions.</li> <li>• Explain the process of filling daily check sheet for reporting to the concerned authorities about improvements done and risks identified.</li> <li>• Discuss how and when to report about potential hazards identified in the workplace and limits of responsibility for dealing with them.</li> <li>• Outline the importance of keeping workplace, equipment, restrooms etc. clean and sanitised.</li> <li>• Explain the importance of following hygiene and sanitation regulations developed by organisation at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate ways to implement safety practices to ensure safety of people at the workplace.</li> <li>• Display the correct way of wearing and disposing PPE.</li> <li>• Demonstrate the use of fire extinguisher.</li> <li>• Demonstrate how to provide first aid procedure in case of emergencies.</li> <li>• Demonstrate how to evacuate the workplace in case of an emergency.</li> <li>• Employ various techniques for checking malfunctions in the machines with the support of maintenance team and as per Standard Operating Procedures (SOP).</li> <li>• Demonstrate to arrange tools/ equipment/ fasteners/ spare parts into proper trays, cabinets, lockers as mentioned in the 5S guidelines/work instructions.</li> <li>• Apply appropriate ways to organise safety drills or training sessions for others on the identified risks and safety practices.</li> <li>• Prepare a report about the health, safety and security breaches.</li> <li>• Apply appropriate ways to check that workplace, equipment, restrooms etc. are cleaned and sanitised.</li> <li>• Role play a situation to brief the team about the hygiene and sanitation regulations developed by organisation.</li> <li>• Demonstrate the correct way of washing hands using soap and water and alcohol-based hand rubs.</li> <li>• Apply appropriate methods to support the employees to cope with stress, anxiety etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the importance of maintaining the availability of running water, hand wash and alcohol-based sanitizers at the workplace.</li> <li>• Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol based hand sanitizers or soap.</li> <li>• Recall ways of reporting advanced hygiene and sanitation issues to the concerned authorities.</li> <li>• Elucidate various stress and anxiety management techniques.</li> <li>• Discuss the significance of greening.</li> <li>• Classify different categories of waste for the purpose of segregation.</li> <li>• Differentiate between recyclable and non-recyclable waste.</li> <li>• Discuss various methods of waste collection and disposal.</li> <li>• List the various materials used at the workplace.</li> <li>• Explain organisational recommended norms for storage of tools, equipment and material.</li> <li>• Discuss the importance of efficient utilisation of material and water.</li> <li>• Explain basics of electricity and prevalent energy efficient devices.</li> <li>• Explain the processes to optimize usage of material and energy/electricity.</li> <li>• Enlist common practices for conserving electricity at workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper waste collection and disposal mechanism depending upon types of waste.</li> <li>• Perform the steps involved in storage of tools, equipment and material after completion of work.</li> <li>• Employ appropriate ways to resolve malfunctioning (fumes/ sparks/ emission/ vibration/ noise) and lapse in maintenance of equipment as per requirements.</li> <li>• Perform the steps to prepare a sample material and energy audit reports.</li> <li>• Employ practices for efficient utilization of material and energy/electricity.</li> </ul>
<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: Calibrate and maintain the quality of parts and processes

### Mapped to ASC/N6310, v2.0

#### Terminal Outcomes:

- Prepare pan for the calibration and validation of all testing and measuring equipment.
- Carry out calibration, verification and validation of testing and measuring equipment.
- Demonstrate methods and techniques for quality inspection of automotive parts, products and related processes.
- Prepare and maintain documents and reports related to quality inspection work.

Duration: <115:00>	Duration: <245:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss organisational quality inspection standards and processes.</li> <li>• Classify testing and measuring equipment as direct/indirect, precision/non-precision etc.</li> <li>• Discuss the information derived from the drawings, work order and SOPs.</li> <li>• Describe the selection criteria of standard instruments to be used for measurement during calibration process.</li> <li>• Discuss the safety practices to avoid any hazard and accident during quality inspection activities.</li> <li>• Summarise the steps to be performed for checking the calibration of tools, gauges and measuring instruments before use.</li> <li>• List QMS system guidelines followed in the organization.</li> <li>• Recall manufacturing process for each automotive part and product.</li> <li>• Describe Cp and Cpk studies.</li> <li>• Describe various validation techniques.</li> <li>• Explain Measurement Systems Analysis (MSA) and Repeatability and Reproducibility (R&amp;R) gauge study procedure.</li> <li>• Explain ABQP and PPAP for new parts development.</li> <li>• List inspection checkpoints for the parts, product and process.</li> <li>• Explain ways of measuring the dimensions of automotive part or product.</li> <li>• Describe first principle method for verification of dimensions, profiles, parameters like surface finish, GD&amp;T</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the standard operating procedures to use the testing equipment, gauges and measuring instruments such as vernier, micrometers, height gauge, surface plate and other precision equipment like surface roughness &amp; CMM etc. required during the quality inspection process.</li> <li>• Role play a situation on how to receive measuring and testing equipment from vendors by following organisational procedures.</li> <li>• Perform the steps to prepare a sample plan for carrying out calibration, verification and validation of testing and measuring equipment as per organisational standards.</li> <li>• Show how to select the standard instruments to be used for measurement during calibration process.</li> <li>• Perform steps to conduct Measurement Systems Analysis (MSA) and Repeatability and Reproducibility (R&amp;R) studies on all the measuring equipment.</li> <li>• Apply appropriate methods to inspect the details of dimensions, marking, material etc. as per the drawing.</li> <li>• Show how to discard or repair the measuring instruments on the basis of MSA and R&amp;R readings and inspection reports.</li> <li>• Role play a situation on how to coordinate with the team to analyse the problems and implement counter measures pertaining to the equipment having R&amp;R</li> </ul>

<p>parameters, CMM, gauges, machine/ fixture parameters in situ and mounted condition.</p> <ul style="list-style-type: none"> <li>• Discuss the records, reports and documents needed to be maintained and updated as per SOP.</li> <li>• Recall process of operating softwares like SAP, ERP etc.</li> </ul>	<p>outside the acceptable range</p> <ul style="list-style-type: none"> <li>• Perform the steps to prepare annual plan and schedule for conducting process and product audit.</li> <li>• Apply appropriate validation techniques to audit the regular and new parts and processes.</li> <li>• Role play a situation on how to discuss with process owners to resolve non-conformities identified in validation and correct or re-verify/re-validate the parts and processes.</li> <li>• Role play a situation to communicate the senior management about issues and seek support/feedback from them as per the requirements.</li> <li>• Demonstrate first principle method for verification of dimensions, profiles, parameters etc. of parts and processes.</li> <li>• Apply appropriate ways to inspect the layout of parts and processes as per the WI/SOP.</li> <li>• Show how to observe, analyze and correlate the inspection results/defects with part results.</li> <li>• Role play a situation on how to coordinate with process owners to discuss about rectification of defects and re-inspection of parts and processes.</li> <li>• Role play a situation on how to coordinate with NPD department for preparing the schedule for gauge verification and validation.</li> <li>• Apply appropriate ways to inspect and validate the gauges/jigs and confirms that fit and tolerance, function usage are within the specified range or not.</li> </ul>
<p><b>Classroom Aids:</b></p>	
<p>Whiteboard, marker pen, projector</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Vernier callipers, micrometer, surface plate, height gauge, dial stand with dial indicator, V block with clamps, slip gauge box, pin box, feeler gauge, roughness tester, profile projector, coordinate measuring machine, bore gauge, drawings of component, gauges &amp; fixtures, references standards of PPAP, APQP, MSA, SPC PPEs such as safety gloves, glasses, helmet, shoes, mask</p>	

## Module 4: Introduction to Employability Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <0.5:00>	<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 importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>• List different learning and employability related GOI and private portals and their usage</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 5: Constitutional values - Citizenship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

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

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• 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 6: Becoming a Professional in the 21st Century

*Mapped to DGT/VSQ/N0102*

**Terminal Outcomes:**

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

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> <li>• Describe the benefits of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

**Module 7: Basic English Skills**

*Mapped to DGT/VSQ/N0102*

**Terminal Outcomes:**

- Practice basic English speaking.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe basic communication skills</li> <li>• Discuss ways to read and interpret text written in basic English</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>• Read and interpret text written in basic English</li> <li>• Write a short note/paragraph / letter/e - mail using basic English</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

**Module 8: Career Development & Goal Setting**

*Mapped to DGT/VSQ/N0102*

**Terminal Outcomes:**

- Demonstrate Career Development & Goal Setting skills.

<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 career development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Create a career development plan with well-defined short- and long-term goals</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/N0102

**Terminal Outcomes:**

- Practice basic communication skills.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of active listening for effective communication</li> <li>• Discuss the significance of working collaboratively with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</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/N0102

**Terminal Outcomes:**

- Describe PwD and gender sensitisation.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<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>Demonstrate how to behave, communicate, and 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/N0102

#### Terminal Outcomes:

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

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</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/N0102

#### Terminal Outcomes:

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

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>

<ul style="list-style-type: none"> <li>Describe the role of digital technology in today's life</li> <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> <li>Create sample word documents, excel sheets and presentations using basic features</li> <li>Utilize virtual collaboration tools to work effectively</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Entrepreneurship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <3:00>	<b>Duration:</b> <4:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>Create a sample business plan, for the selected business opportunity</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/N0102*

### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the significance of identifying customer needs and addressing them.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to maintain hygiene and dressing appropriately.</li> </ul>

<ul style="list-style-type: none"> <li>• Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>• Discuss the significance of maintaining 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/N0102

#### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration:</b> <3:00>	<b>Duration:</b> <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 maintaining hygiene and confidence during an interview</li> <li>• List the steps for searching and registering for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Create a professional Curriculum Vitae (CV)</li> <li>• Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>• Perform a mock interview</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	Fitter/Turner	5	Quality	1	Quality	NA
Diploma	Mechanical/Automobile	4	Quality	1	Quality	NA
Diploma	Mechanical/Automobile	5	Quality	0	NA	NA
B.E / B.TECH	Mechanical/Automobile	4	Quality	0	NA	NA
M.E / M.TECH	Mechanical/Automobile	2	Quality	0	NA	NA

Trainer Certification	
Domain Certification	Platform Certification
<p>“Automotive Quality Control Lead Inspector, ASC/Q6305, version 2.0”. Minimum accepted score is 80%.</p>	<p>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%</p>

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Fitter/Turner	6	Quality	1	Quality	NA
Diploma	Mechanical/Automobile	5	Quality	1	Quality	NA
Diploma	Mechanical/Automobile	6	Quality	0	NA	NA
B.E / B.TECH	Mechanical/Automobile	5	Quality	0	NA	NA
M.E / M.TECH	Mechanical/Automobile	3	Quality	0	NA	NA

Assessor Certification	
Domain Certification	Platform Certification
<p>“Automotive Quality Control Lead Inspector, ASC/Q6305, 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:

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- 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