



# Model Curriculum

**QP Name: Automotive Maintenance Lead Technician - Electrical**

**QP Code: ASC/Q6801**

**QP Version: 2.0**

**NSQF Level: 5**

**Model Curriculum Version: 1.0**

Automotive Skills Development Council | 153, Gr Floor, Okhla Industrial Area, Phase – III, Leela Building,  
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## Training Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Manufacturing
<b>Occupation</b>	Plant and Equipment Maintenance
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3115.0501
<b>Minimum Educational Qualification and Experience</b>	2 years I.T.I (Electrician) with 3 Years of experience OR Diploma (Mechanical/Automobile) from a recognized body with 2 Years of experience OR Certificate-NSQF (Automotive Maintenance Technician - Electrical level 4) with 2 Years of experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20 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>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	29/07/2021
<b>Model Curriculum Valid Up to Date</b>	29/07/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	504 Hours 00 Minutes
<b>Maximum Duration of the Course</b>	504 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.

- Identify the various equipment and machinery used in the maintenance process.
- Conduct breakdown maintenance of the electrical and electronic systems of the equipment in the plant by following organizational policies and procedures.
- Maintain records, documents and reports related to the maintenance activities done on the equipment.
- Work effectively and efficiently as per schedules and timelines.
- Implement safety practices.
- Use resources optimally to ensure less wastage and maximum conservation.
- Communicate effectively and develop interpersonal skills.

### 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>					
Module 1: Introduction to the role of an Automotive Maintenance Lead Technician-Electrical	8:00	0:00			8:00
<b>ASC/N9810: Manage work and resources (Manufacturing) NOS Version No. – 1.0 NSQF Level – 5</b>	<b>24:00</b>	<b>32:00</b>			<b>56:00</b>
Module 2: Manage work and resources according to safety and conservation standards	24:00	32:00			56:00
<b>ASC/N9812 – Interact effectively with team, customers and others NOS Version No. 1.0 NSQF Level 5</b>	<b>24:00</b>	<b>32:00</b>			<b>56:00</b>
Module 3: Communicate effectively and efficiently	24:00	32:00			56:00
<b>ASC/N6801 – Plan and conduct maintenance of electrical and electronic systems of equipment</b>	<b>128:00</b>	<b>256:00</b>			<b>384:00</b>

<b>NOS Version No. – 2.0</b>					
<b>NSQF Level - 5</b>					
Module 4: Plan for maintenance of electrical and electronic systems of the equipment	48:00	80:00			128:00
Module 5: Perform maintenance of electrical and electronic systems of the equipment	80:00	176:00			256:00
<b>Total Duration</b>	<b>184:00</b>	<b>320:00</b>			<b>504:00</b>

# Module Details

## Module 1: Introduction to the role of an Automotive Maintenance Lead Technician - Electrical

### Bridge module

#### Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Maintenance Technician-Electrical.

<b>Duration:</b> <08:00>	<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 Maintenance Lead Technician - Electrical.</li> <li>• Discuss the job opportunities of an Automotive Maintenance Lead Technician - Electrical.</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 maintenance standards and procedures followed in organisation.</li> <li>• Identify the standard checklists and schedules recommended by OEM.</li> </ul>	
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector, standard checklists and schedules	
<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: <24:00>	Duration: <32:00>
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>

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| <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> |
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**Classroom Aids:**

Whiteboard, marker pen, projector

**Tools, Equipment and Other Requirements**

- Housekeeping material: Cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, hand towel, fire extinguisher
- Safety gears: Safety shoes, ear plug, goggles, gloves, helmet, first-aid kit



## Module 3: Communicate Effectively and Efficiently

### Mapped to ASC/N9812, v1.0

#### Terminal Outcomes:

- Use effective communication and interpersonal skills.
- Apply sensitivity while interacting with different genders and people with disabilities.

<b>Duration:</b> <24:00>	<b>Duration:</b> <32:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of complying with organizational requirements to share information with team members.</li> <li>• Discuss the ways to adjust the communication styles to reflect sensitivity towards gender and persons with disability (PwD).</li> <li>• Explain the importance of respecting personal space of colleagues and customers.</li> <li>• Describe the ways to manage and coordinate with team members for work integration.</li> <li>• State the importance of team goals over individual goals, keeping commitment made to team members, and informing them in case of delays.</li> <li>• Discuss the importance of following the organisation’s policies and procedures</li> <li>• Discuss the importance of rectifying errors as per feedback and minimizing mistakes.</li> <li>• Discuss gender-based concepts, issues and legislation as well organization standards, guidelines, rights and duties of PwD.</li> <li>• Discuss the importance of PwD and gender sensitization to ensure that team shows sensitivity towards them.</li> <li>• State the importance of following organizational standards and guidelines related to PwD.</li> <li>• Recall the rights and duties at workplace with respect to PwD.</li> <li>• Outline organisation policies and procedures pertaining to written and verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ different means and methods of communication depending upon the requirement to interact with the team members.</li> <li>• Employ appropriate ways to maintain good relationships with team members and superiors.</li> <li>• Apply appropriate techniques to resolve conflicts and manage team members for smooth workflow.</li> <li>• Conduct training sessions to train the team members on proper reporting of completed work and receiving feedback.</li> <li>• Employ suitable ways to escalate problems to superiors as and when required.</li> <li>• Prepare a sample report on the progress and team performance .</li> <li>• Role play a situation on how to offer help to people with disability (PwD) if required at work.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard/blackboard, marker/chalk, duster, computer or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 4: Plan for maintenance of electrical and electronic systems of the equipment

### Mapped to ASC/N6801, v2.0

#### Terminal Outcomes:

- Identify tools and equipment required for maintenance of electrical and electronic systems of the equipment.
- Discuss the importance of coordinating with operator for identifying issues in equipment and planning of maintenance activities.
- Read the maintenance schedule and checklist for planning of maintenance activities.

<b>Duration: &lt;48:00&gt;</b>	<b>Duration: &lt;80:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Define maintenance.</li> <li>• Classify various types of maintenance.</li> <li>• Discuss the information derived from the job order, equipment drawing, wiring diagrams and user manual of equipment.</li> <li>• Recall the information mentioned in the maintenance checklist and schedule regarding the maintenance work.</li> <li>• List tools, equipment, accessories, consumables and spare parts required during the maintenance work.</li> <li>• Describe the selection criteria of tools, equipment, accessories, consumables and spare parts required for maintenance work.</li> <li>• Discuss the organisational process of collecting and storing consumables, spare parts, tools etc. from the store.</li> <li>• Explain the operation, testing and maintenance process of PLC, SCADA, electrical and electronic elements.</li> <li>• Discuss the importance of getting information such as process cycle, standard working and running schedule, duty conditions and working principles etc. of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the job order, equipment drawing, wiring diagrams and user manual for identifying the information about the equipment to be used for service and repairing.</li> <li>• Perform the steps to prepare plan and schedule for maintenance activities on the basis of maintenance schedule, manufacturer’s recommendations and history of similar equipment handled.</li> <li>• Show how to select and collect the required tools, equipment, accessories, consumables and spare parts from the store.</li> <li>• Demonstrate the standard operating procedure to use consumables, tools and equipment required during maintenance of electrical and electronic systems of the equipment.</li> <li>• Show how to verify that the drawings and other information matches with the current status of the special purpose equipment.</li> <li>• Perform the steps to prepare plan for installation/ shifting of the equipment for maintenance work.</li> <li>• Apply appropriate ways to find out possibilities of impending breakdowns, fuse blow-outs, failures, life cycles of electrical units, etc. in the equipment.</li> <li>• Role play a situation on co-ordinating with the operator for getting information about the unusual conditions noticed in equipment.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	

### Tools, Equipment and Other Requirements

- PPTs of wiring diagrams and mechanical drawings
- **Hand Tools:** Hammer ball peen, screw driver set, files, torque, wrenches, drills, taps.
- **Testing equipment:** Vernier calliper, micrometer, feeler gauges, steel ruler, measuring tape, multimeter, voltmeter, ammeters ohm meter, battery testing equipment, neon light and oscilloscope
- Wire stripper, crimping tool, soldering gun.
- **Electronic components:** resistor, capacitor, diode, IC, cables, fasteners, connectors.
- Electrical motors, controls, sensors, fuses, Programable Logic Controller (PLC)

## Module 5: Perform maintenance of electrical and electronic systems of the equipment

*Mapped to ASC/N6801, v2.0*

### Terminal Outcomes:

- Demonstrate inspection, testing, maintenance and repairing of electrical and electronic systems of the equipment.
- Demonstrate how to conduct trials of the equipment for checking any abnormalities in the functioning of equipment.

<b>Duration: &lt;80:00&gt;</b>	<b>Duration: &lt;176:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the necessary precautions to avoid any hazard and accident during maintenance activities.</li> <li>• List the commonly occurring faults/failures in electrical and electronic systems of the equipment and corrective actions taken to resolve them.</li> <li>• List the steps to be performed for dismantling the equipment for inspection, cleaning, repairing or replacing the consumables, spare parts and faulty components as per SOP.</li> <li>• Explain the process of checking the internal conditions of the equipment with the specified quality standards.</li> <li>• Discuss breakdown maintenance process.</li> <li>• Explain methods of checking the electrical and electronic systems of the equipment to find out the root cause of the problems.</li> <li>• List consumables, tools and equipment required during service and repair of electrical and electronic systems of the equipment.</li> <li>• Explain the process of assembling back the equipment as per SOP.</li> <li>• Explain the process of evaluating the equipment specified parameters for no abnormalities on increased duty conditions.</li> <li>• Explain the importance of changing maintenance due/status sticker on the equipment after completion of maintenance activities and before handover the equipment to operator.</li> <li>• Discuss the need of taking back replaced parts or components for further process.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate ways of checking the standard parameters such as vibration, current, temperature, etc. in the equipment and estimating the time period when the parameters will become unacceptable.</li> <li>• Demonstrate organizational specified procedure of dismantling the equipment and repairing or replacing the consumables, spare parts and faulty components as per SOP.</li> <li>• Employ appropriate ways of checking the internal conditions of wiring, motherboards etc. to test the working status and expected conditions of equipment.</li> <li>• Show how to conduct breakdown maintenance and check the electrical and electronic systems of the equipment to find out the root cause of the problems.</li> <li>• Perform the steps of repairing or replacing the electrical and electronic system of the equipment.</li> <li>• Role play a situation to give feedback and suggestions to maintenance/production in charge about actions to avoid such type of breakdown in future.</li> <li>• Demonstrate organizational specified procedure of assembling back the equipment and preparing it for trials as per SOP.</li> <li>• Prepare records and documents related to repairs carried out, time taken and unplanned tasks encountered during maintenance activities.</li> <li>• Employ appropriate ways for conducting</li> </ul>

<ul style="list-style-type: none"> <li>Summarise the documents, records and information to be maintained and updated related to the maintenance and repairing done.</li> </ul>	<p>trials and running few cycles of equipment on increased duty conditions for checking any abnormalities in its functioning.</p> <ul style="list-style-type: none"> <li>Show how to update equipment history sheet and troubleshooting/ maintenance check sheets as per the maintenance and repairing done.</li> <li>Prepare a report for the superiors about the maintenance activity done with the suggestions about modifications, if required in maintenance schedule of equipment.</li> </ul>
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**Classroom Aids:**

Whiteboard, marker pen, projector

**Tools, Equipment and Other Requirements**

- PPTs of wiring diagrams and mechanical drawings
- Hand Tools:** Hammer ball peen, screw driver set, files, torque, wrenches, drills, taps.
- Measuring equipment:** Vernier calliper, micrometer, feeler gauges, steel ruler, measuring tape, multimeter.
- Electrical testing equipment:** volt meter, ammeters ohm meter, battery testing equipment, neon light and oscilloscope
- Wire stripper, crimping tool, soldering gun.
- Electronic components:** resistor, capacitor, diode, IC, cables, fasteners, connectors.
- Electrical motors, controls, sensors, fuses, Programable Logic Controller (PLC)
- PPE:** Gloves, safety shoes, goggles, ear plugs, safety helmet

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
M.E/M.Tech	Mechanical/Automobile	3	Maintenance	1	Maintenance	NA
B.E / B.TECH	Mechanical/Electrical/ Electronics	5	Maintenance	1	Maintenance	NA
AMIE	Mechanical/Automobile	5	Maintenance	1	Maintenance	NA
Diploma	Electrical/Electronics	7	Maintenance	1	Maintenance	NA
ITI	Electrical/Electronics	8	Maintenance	1	Maintenance	NA

Trainer Certification	
Domain Certification	Platform Certification
“Automotive Maintenance Lead Technician - Electrical, ASC/Q6801, version 2.0”. Minimum accepted score is 80%.	“Trainer, MEP/Q2601 v1.0” Minimum accepted score is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
M.E/M.Tech	Mechanical/Automobile	4	Maintenance	1	Maintenance	NA
B.E / B.TECH	Mechanical/Electrical/ Electronics	6	Maintenance	1	Maintenance	NA
AMIE	Mechanical/Automobile	6	Maintenance	1	Maintenance	NA
Diploma	Electrical/Electronics	8	Maintenance	1	Maintenance	NA
ITI	Electrical/Electronics	9	Maintenance	1	Maintenance	NA

Assessor Certification	
Domain Certification	Platform Certification
“Automotive Maintenance Lead Technician - Electrical, ASC/Q6801, version 2.0”. Minimum accepted score is 80%.	“Assessor; MEP/Q2701 v1.0” Minimum accepted score is 80%.

## 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