



# Model Curriculum

**QP Name: Automotive Paint Repair Assistant**

**QP Code: ASC/Q1407**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

Automotive Skill Development Council  
153 Gr Floor, Okhla Industrial Area, Phase III, Leela Building, 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>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7132.0300
<b>Minimum Educational Qualification &amp; Experience</b>	8th Class OR Certificate-NSQF (Automotive Washer L2) 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>Version</b>	2.0
<b>Model Curriculum Creation Date</b>	27/05/2021
<b>Model Curriculum Valid Up to Date</b>	27/05/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	300 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	300 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	00:00	-	-	05:00
<b>ASC/N9801 - Organize Work and Resources (Service)</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>15:00</b>	<b>30:00</b>	-	-	<b>45:00</b>
Module 2: Work effectively and efficiently	09:00	15:00	-	-	24:00
Module 3: Optimize resource utilization	06:00	15:00	-	-	21:00
<b>ASC/N9802 – Interact Effectively with Colleagues, Customers and others</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>15:00</b>	<b>25:00</b>	-	-	<b>40:00</b>
Module 4: Communicate effectively with others	15:00	25:00	-	-	40:00
<b>ASC/N1416 – Assist in vehicle painting by preparing vehicle body and other surfaces</b> <b>NOS Version No. 2.0</b>	<b>60:00</b>	<b>150:00</b>	-	-	<b>210:00</b>

<b>NSQF Level- 3</b>					
Module 5: Preparing vehicles for painting	60:00	150:00	-	-	210:00
<b>Total Duration</b>	<b>95:00</b>	<b>205:00</b>	-	-	<b>300:00</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.

<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>• 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> <09:00>	<b>Duration:</b> <15:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<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>	<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>
<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>	

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> <06:00>	<b>Duration:</b> <15:00>
<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 re-sources.</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 - Communicate Effectively and Efficiently

Mapped to NOS ASC/N9802 v1.0

### Terminal Outcomes:

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

Duration: <15:00>	Duration: <25:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the organizational structure for communicating with colleagues, seniors and others.</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>• State the procedure to receive work instructions and report problems to the supervisor.</li> <li>• List the various organizational policies and procedures to be followed at the workplace.</li> <li>• Describe different ways to rectify commonly occurring errors.</li> <li>• Explain the importance of complying with the instructions/guidelines and procedures while performing tasks related to the job specifications.</li> <li>• Discuss the importance of PwD and gender sensitization.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ different means of communication depending upon the requirement while interacting with others.</li> <li>• Demonstrate using new ways to maintain good relationships with colleagues and supervisor.</li> <li>• Prepare a sample report to send the work status to the supervisor.</li> <li>• Demonstrate how to communicate with different genders and persons with disability (PwD) in a sensitive manner.</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>	
Sample of escalation matrix, organisation structure.	

## Module 5 – 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

Duration: <60:00>	Duration: <150:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training 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

Trainer Certification	
Domain Certification	Platform Certification
"Automotive Paint Repair Assistant", QP: "ASC/Q1407", minimum accepted score is 80%	"Trainer", "MEP/Q2601 v1.0" with scoring of minimum 80%

## Assessor Requirements

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

Assessor Certification	
Domain Certification	Platform Certification
"Automotive Paint Repair Technician", QP: "ASC/Q1407", minimum accepted score is 80%	"Assessor", "MEP/Q2701 v1.0" with scoring of minimum 80%

## 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