



# Model Curriculum

**QP Name: Automotive Accessory Fitter**

**QP Code: ASC/Q1422**

**QP Version: 1.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

Automotive Skill Development Council  
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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>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/9329.0701
<b>Minimum Educational Qualification &amp; Experience</b>	10th Class + 2 years ITI (Mechanic Motor Vehicle/Fitter/Mechanic Auto Electrical and Electronics) OR 10th Class pass with 2 years relevant experience OR 12th Class pass with 1 year relevant experience OR Certificate-NSQF (Four wheeler Service Assistant Level 3) with 2 Years of experience in Automotive Service
<b>Pre-Requisite License or Training</b>	Driving License
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	20/11/2020
<b>Next Review Date</b>	20/11/2025
<b>NSQC Approval Date</b>	20/11/2020
<b>Version</b>	1.0
<b>Model Curriculum Creation Date</b>	20/11/2020
<b>Model Curriculum Valid Up to Date</b>	20/11/2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	390 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	390 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 for installation of accessories.
- Perform installation and fitting of accessories.

### 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 Accessory Fitter <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 4</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 4</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/N1433 – Install and fit</b>	<b>90:00</b>	<b>210:00</b>	-	-	<b>300:00</b>

<b>accessories in the vehicle</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>					
Module 5: Perform installation and fitting of accessories	90:00	210:00	-	-	300:00
<b>Total Duration</b>	<b>125:00</b>	<b>265:00</b>	-	-	<b>390:00</b>

## Module Details

### Module 1 – Introduction to the Role of an Automotive Accessory Fitter

#### Bridge Module

#### Terminal Outcomes:

- Discuss how to work as per the defined role and responsibilities of an Automotive Accessory Fitter.
- Discuss the scope of work of an Automotive Accessory Fitter.

<b>Duration:</b> 05:00	<b>Duration:</b> 0:00
<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 accessory fitter</li> <li>• List the schedules and checklists pertaining to functioning and fitment of accessories</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. installation and fitment of accessories 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.

Duration: 09:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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: 06:00</b>	<b>Duration: 15:00</b>
<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 – Perform installation and fitting of accessories

Mapped to NOS ASC/N1433, v1.0

### Terminal Outcomes:

- Demonstrate how to perform installation and fitting of different types of accessories
- Perform post accessory installation activities

<b>Duration: 90:00</b>	<b>Duration: 210:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Elaborate standard operating procedures (SOPs) regarding receiving vehicles, opening job card, allocation of work, invoicing, vehicle delivery, handling complaints etc.</li> <li>• Discuss the job card to clearly understand the job to be carried out.</li> <li>• List the various types of accessories and their specifications w.r.t. brand and make of the vehicle.</li> <li>• Describe the procedure to collect and check condition of tools, equipment and accessories w.r.t. vehicle model/brand.</li> <li>• List the precautions to be taken in order to avoid damage to the vehicle and its accessories.</li> <li>• Discuss the standard operating procedures and provisions in the vehicle meant for fitting accessories as specified by OEM, such as markings, cuts, dummy plugs, etc.</li> <li>• Explain the recommended changes in the fitment process of latest accessories, if any</li> <li>• Summarise the process of making holes or cuts on various surfaces such as metal sheet, plastic, fabric etc for fitting accessories.</li> <li>• Outline the various methods to ensure proper functioning/activation/calibration of all accessories post installation.</li> <li>• Expound features, functioning and maintenance procedures of accessories to the customer.</li> <li>• Discuss organizations policies for disposing off packing wraps/boxes and returning tools/equipments/leftover consumable parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the features of different types of accessories.</li> <li>• Prepare a checklist for inspection of the accessories for any possible defects.</li> <li>• Apply standard operating procedure to validate and diagnose the defects/damages in the accessories</li> <li>• Demonstrate how to remove dummy plugs, covers, old/damaged parts of accessories and clean parts/surrounding areas.</li> <li>• Perform steps to install and fit different types of accessories, wiring connections in the vehicle as specified by OEM.</li> <li>• Demonstrate how to make holes or cuts on various surfaces such as metal sheet, plastic, fabric etc. for fitting accessories.</li> <li>• Perform steps to install newly launched technologically advanced accessories having complex electronics/electrical aggregates</li> <li>• Prepare a sample document required for the overall process of accessories fitment.</li> <li>• Demonstrate how to use computers.</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the procedure to install newly launched technologically advanced accessories as recommended by OEM.</li> <li>• Explain the process to coordinate with the concerned vendor/supplier for specific accessory installation.</li> <li>• List the documents to be maintained pertaining to installation and fitment of accessories.</li> <li>• Outline organizations safety, health and environmental policies.</li> <li>• Discuss the importance of completing assigned tasks before releasing vehicle</li> </ul>	
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
All types of standard external and internal accessories, electrical drill, routers, knives, cutting pliers.	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanic Motor Vehicle/ Mechanic Auto Electrical and Electronics/ Diesel Mechanic	4	Four Wheeler Service	1	Four Wheeler Service	<b>NA</b>
ITI	Mechanic Motor Vehicle/ Mechanic Auto Electrical and Electronics/ Diesel Mechanic	5	Four Wheeler Service	0	Four Wheeler Service	<b>NA</b>
Diploma	Automobile Engineering/ Mechanical Engineering	3	Four Wheeler Service	1	Four Wheeler Service	<b>NA</b>
Diploma	Automobile Engineering/ Mechanical Engineering	4	Four Wheeler Service	0	Four Wheeler Service	<b>NA</b>
Certificate-NSQF level-6	(Four Wheeler Master Technician)	3	Four Wheeler Service	1	Four Wheeler Service	NA

Trainer Certification	
Domain Certification	Platform Certification
“Automotive Accessory Fitter”, QP: “ASC/Q1422”, minimum accepted score is 80%	“Trainer”, “MEP/Q2601” 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/ Mechanic Auto Electrical and Electronics/ Diesel Mechanic	5	Four Wheeler Service	1	Four Wheeler Service	NA
ITI	Mechanic Motor Vehicle/ Mechanic Auto Electrical and Electronics/ Diesel Mechanic	6	Four Wheeler Service	0	Four Wheeler Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	4	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	5	Four Wheeler Service	0	Four Wheeler Service	NA
Certificate- NSQF level 6	(Four Wheeler Master Technician) Level-6	4	Four Wheeler Service	1	Automotive Service	NA

Assessor Certification	
Domain Certification	Platform Certification
"Automotive Accessory Fitter", QP: "ASC/Q1422", minimum accepted score is 80%	"Assessor", "MEP/Q2701" 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