



# Model Curriculum

**QP Name: Automotive Washer**

**QP Code: ASC/Q1421**

**QP Version: 2.0**

**NSQF Level: 2**

**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 and Repair
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/9122.0201
<b>Minimum Educational Qualification &amp; Experience</b>	5th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	20/11/2020
<b>Next Review Date</b>	20/11/2024
<b>NSQC Approval Date</b>	20/11/2020
<b>Version</b>	2.0
<b>Model Curriculum Creation Date</b>	20/11/2020
<b>Model Curriculum Valid Up to Date</b>	20/11/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	270 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	270 Hours, 0 Minutes

## Program Overview

This section summarises 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 and specified health and hygiene norms.
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.
- Interact effectively with others using interpersonal skills.
- Clean and wash a vehicle appropriately.

### 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 Role of an Automotive Washer	05:00	00:00	-	-	05:00
<b>ASC/N9801 - Organize Work and Resources (Service) NOS Version No. 1.0 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 NOS Version No. 1.0 NSQF Level 4</b>	<b>15:00</b>	<b>25:00</b>	-	-	<b>40:00</b>
Module 4: Communicate effectively and efficiently	15:00	25:00	-	-	40:00

<b>ASC/N1432 - Perform Vehicle Washing and Cleaning</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 2</b>	<b>30:00</b>	<b>90:00</b>	<b>30:00</b>	-	<b>150:00</b>
Module 5: Perform Vehicle Washing and Cleaning	30:00	90:00	30:00	-	150:00
<b>DGT/VSQ/N0101 - Employability Skills (30 hours)</b> <b>NOS Version No. – 1.0</b> <b>NSQF Level – 2</b>	<b>12:00</b>	<b>18:00</b>			<b>30:00</b>
Module 6: Introduction to Employability Skills	0.5:00	0.5:00			1:00
Module 7: Constitutional values - Citizenship	0.5:00	0.5:00			1:00
Module 8: Becoming a Professional in the 21st Century	0.5:00	0.5:00			1:00
Module 9: Basic English Skills	1:00	1:00			2:00
Module 10: Communication Skills	1.5:00	2.5:00			4:00
Module 11: Diversity & Inclusion	0.5:00	0.5:00			1:00
Module 12: Financial and Legal Literacy	1.5:00	2.5:00			4:00
Module 13: Essential Digital Skills	1:00	2:00			3:00
Module 14: Entrepreneurship	2.5:00	4.5:00			7:00
Module 15: Customer Service	1.5:00	2.5:00			4:00
Module 16: Getting ready for apprenticeship & Jobs	1:00	1:00			2:00
<b>Total Duration</b>	<b>77:00</b>	<b>163:00</b>	<b>30:00</b>	-	<b>270:00</b>

# Module Details

## Module 1:

### Introduction to Role of an Automotive Washer

#### *Bridge Module*

#### Terminal Outcomes:

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

Duration: 05:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the role and responsibilities of an automotive washer.</li> <li>• Discuss the standard operating procedure for vehicle washing and using various equipment.</li> <li>• List the various tools, equipment and machines, and their operating techniques, used for washing and cleaning of vehicles and work area.</li> <li>• Describe the process of lubrication for preserving and protecting different parts of a vehicle.</li> <li>• List the documents required to carry out the job, such as job sheet and checklist.</li> <li>• Differentiate between different types of grimes and various ways to clean them.</li> <li>• Explain different methods of cleaning the vehicles' interiors and exterior surfaces, such as scraping, brushing, etc.</li> </ul>	
Classroom Aids:	
Laptop, white board, marker, projector, flipchart	
Tools, Equipment and Other Requirements	
cleaning agent, polish, mops, brushes (small and big), water/steam/air spray, chemicals/detergents for cleaning, manual/machine-assisted cleaning equipment (such as vacuum cleaner), washing manual	

## 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>●</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> </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>



- Discuss the ways of dealing with stress and anxiety during an epidemic or a pandemic.
- Discuss alternate ways of carrying out different tasks in everyday life (use of e-payment gateways/online learning/virtual meetings, etc.).

#### Classroom Aids:

White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector

#### Tools, Equipment and Other Requirements

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,

## 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 resources.</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.

<b>Duration: 15:00</b>	<b>Duration: 25:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<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 Vehicle Washing and Cleaning

#### Mapped to NOS ASC/N1432, v1.0

#### Terminal Outcomes:

- Perform the steps of cleaning and washing the vehicles and their aggregates.

Duration: 30:00	Duration: 120:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the various parts of the vehicle to be cleaned.</li> <li>• Describe the importance of collecting appropriate material, tools &amp; equipment from the store</li> <li>• Explain the reporting procedure to be followed for informing the supervisor in case of any malfunctions/discrepancies in tools, equipment and materials</li> <li>• Discuss the importance of checking customer belongings before cleaning the vehicle</li> <li>• Explain the process of obtaining instructions from the supervisor regarding washing and cleaning requirements.</li> <li>• Discuss the documentation to be maintained for washing and other treatments performed on the vehicle</li> <li>• Explain the correct method/technique for washing the engine compartment</li> <li>• Discuss the importance of following OEM SOPs for washing and cleaning of various segment and surfaces of the vehicle</li> <li>• Describe the safety, health and environmental policies and regulations while working in pits/under vehicles</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate ways for removing detachable items from the vehicle</li> <li>• Perform the steps of mixing the cleaning solutions and other compounds as directed by the supervisor.</li> <li>• Employ recommended ways to transport materials and equipment to and from the work-area using carts.</li> <li>• Demonstrate how to turn on/off valves and regulate flow of water, air, steam, etc.</li> <li>• Apply appropriate techniques to protect the vehicles against any damage during cleaning/washing.</li> <li>• Demonstrate cleaning and washing of various segments and surfaces of vehicle as per OEM recommended SOPs</li> <li>• Apply surface treatment to vehicle's interior and exterior surfaces.</li> <li>• Perform the recommended procedures for rinsing removable/detachable objects and drying them on suitable racks.</li> <li>• Employ various techniques for rinsing and drying different parts of the vehicle using cloths, squeegees and air compressors.</li> <li>• Perform the steps of collecting debris and transferring it to a container using a shovel or a vacuum cleaner.</li> <li>• Employ different ways to clean the workshop area, platform and its surroundings after washing/cleaning of vehicle.</li> </ul>
<b>Classroom Aids:</b>	

Laptop, white board, marker, projector

### Tools, Equipment and Other Requirements

Lubricating oil, vacuum cleaner, cloth, squeegees, sprayer nozzles, hose pipe, brush, cleaning solution, abrasive compositions, air compressors, after cleaning check list, etc.

## Module 6: Introduction to Employability Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate Employability Skills</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 7: Constitutional values - Citizenship

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

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

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 8: Becoming a Professional in the 21st Century

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

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

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 9: Basic English Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of basic English skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate basic English sentences/phrases while speaking</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 10: Communication Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss need of communication skills</li> <li>Describe importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to communicate in a well-mannered way with others.</li> <li>Demonstrate working with others in a team</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 11: Diversity & Inclusion

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>Show how to conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 12: Financial and Legal Literacy

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

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

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of using financial products and services safely and securely.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways of managing expenses, income, and savings.</li> </ul>



<ul style="list-style-type: none"> <li>Explain the importance of managing expenses, income, and savings.</li> <li>Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws</li> </ul>	
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Essential Digital Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

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

<b>Duration:</b> <1:00>	<b>Duration:</b> <2:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>Show how to operate digital devices and use the associated applications and features, safely and securely</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 14: Entrepreneurship

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <2.5:00>	<b>Duration:</b> <4.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the need for identifying opportunities for potential business,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways for identifying opportunities for potential business,</li> </ul>

sources for arranging money and potential legal and financial challenges	sources for arranging money and potential legal and financial challenges
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 15: Customer Service

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Differentiate between types of customers.</li> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Show how to maintain hygiene and dressing appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 16: Getting ready for apprenticeship & Jobs

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of dressing up neatly and maintaining hygiene for an interview</li> <li>Discuss how to search and register for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a biodata</li> <li>Use various sources to search and apply for jobs</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Automobile Engineering/ Mechanical Engineering/ Mechanic Motor Vehicle	2	Automotive Service	1	Automotive Service	NA
ITI	Automobile Engineering/ Mechanical Engineering/ Mechanic Motor Vehicle	3	Automotive Service	0	Automotive Service	NA
Certificate – NSQF Level 4	Two Wheeler Service Technician/ Four Wheeler Service Technician	2	Automotive Service	1	Automotive Service	NA
Diploma	Automobile/ Mechanical	1	Automotive Service	1	Automotive Service	NA
Diploma	Automobile/ Mechanical	2	Automotive Service	0	Automotive Service	NA

Trainer Certification	
Domain Certification	Platform Certification
“Automotive Washer”, “ASC/Q1421”, 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	Automobile Engineering/ Mechanical Engineering/ Mechanic Motor Vehicle	3	Automotive Service	1	Automotive Service	NA
ITI	Automobile Engineering/ Mechanical Engineering/ Mechanic Motor Vehicle	4	Automotive Service	0	Automotive Service	NA
Certificate – NSQF Level 4	Two Wheeler Service Technician/ Four Wheeler Service Technician	3	Automotive Service	1	Automotive Service	NA
Diploma	Automobile/ Mechanical	2	Automotive Service	1	Automotive Service	NA
Diploma	Automobile/ Mechanical	3	Automotive Service	0	Automotive Service	NA

Assessor Certification	
Domain Certification	Platform Certification
“Automotive Washer”, “ASC/Q1421”, 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 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:

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