



# Model Curriculum

**QP Name: Automotive Detailer Assistant**

**QP Code: ASC/Q1431**

**QP Version: 1.0**

**NSQF Level: 3**

**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>	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-2015/3115.0602
<b>Minimum Educational Qualification and Experience</b>	8th Class OR Certificate-NSQF (Automotive Washer L2) with 2 years of relevant experience
<b>Pre-Requisite License or Training</b>	Driving License and Basic Computer Skills
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	30/12/2021
<b>Next Review Date</b>	30/12/2024
<b>NSQC Approval Date</b>	30/12/2021
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	30/12/2021
<b>Model Curriculum Valid Up to Date</b>	30/12/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	360 Hours 00 Minutes
<b>Maximum Duration of the Course</b>	360 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.

- Perform preparatory activities such as collection of cleaning material, tools and equipment, inspection of vehicle etc.
- Perform various cleaning and detailing activities on the vehicle.
- Perform post-detailing activities such as inspection and cleaning of vehicle.
- Work effectively and efficiently as per schedules and timelines.
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>00:00</b>	<b>00:00</b>	-	-	<b>00:00</b>
Module 1: Introduction to the role of an Automotive Detailer Assistant	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 - 3</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/N1447 – Perform detailing on vehicle interior and exterior</b> <b>NOS Version No. – 1.0</b> <b>NSQF Level - 3</b>	<b>90:00</b>	<b>180:00</b>			<b>270:00</b>
Module 5: Prepare for vehicle detailing work	30:00	60:00			90:00

Module 6: Perform vehicle detailing and post-vehicle detailing activities	60:00	120:00			180:00
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Total Duration	125:00	235:00			360:00
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# Module Details

## Module 1: Introduction to the role of an Automotive Detailer Assistant

### Bridge module

#### Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Detailer.

<b>Duration:</b> <05:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the role and responsibilities of an Automotive Detailer Assistant.</li> <li>• Discuss the job opportunities for an Automotive Detailer Assistant in the automobile industry.</li> <li>• Discuss the standard operating procedures (SOP) to be followed for detailing of vehicles and for using tools and equipment.</li> <li>• Describe organisational procedure of receiving vehicles, opening job card, allocation of work, invoicing, vehicle delivery, handling complaints etc.</li> <li>• Outline the safety, health and environment policy to be followed for the automotive sector.</li> <li>• List the standard checklists and schedules recommended by OEM.</li> <li>• Discuss the documentation involved in the different processes such as job sheet, status report, etc.</li> <li>• Describe how to work as per organisational policies and professional code of conduct.</li> </ul>	
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector, standard checklists and schedules samples	
<b>Tools, Equipment and Other Requirements</b>	

## Module 2: Work Effectively and Efficiently

### Mapped to ASC/N9801, v1.0

#### Terminal Outcomes:

- Employ appropriate ways to maintain 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>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• <b>Personal Protection Equipment:</b> safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit</li> </ul>	



- Sanitization kit, disinfectants, alcohol-based sanitizers, different types of face masks, shields, suits, etc.

## Module 3: Optimize Resource Utilization

### Mapped to ASC/N9801, v1.0

#### Terminal Outcomes:

- Use the resources efficiently.
- Apply conservation practices at the workplace.

<b>Duration: &lt;06:00&gt;</b>	<b>Duration: &lt;15:00&gt;</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 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:</b> <15:00>	<b>Duration:</b> <25:00>
<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.</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>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	
Sample of escalation matrix, organisation structure.	

## Module 5: Prepare for vehicle detailing work

### Mapped to ASC/N1447, v1.0

#### Terminal Outcomes:

- Identify tools and equipment required for vehicle detailing work.
- Perform the steps to carry out preparatory activities such as inspection of tools and equipment, inspection of vehicle etc.

Duration: <30:00>	Duration: <60:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Describe Standard Operating Procedures of the dealership for vehicle washing, cleaning and detailing.</li> <li>List various interior &amp; exterior segments of vehicle.</li> <li>Discuss the information derived from the instructions received from supervisor related to vehicle detailing work.</li> <li>List material, tools &amp; equipment required during work.</li> <li>Summarise the steps to be performed for checking the material, tools &amp; equipment before use.</li> <li>Describe various methods of inspecting the vehicle interior &amp; exterior to identify any stains or damages in it.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the standard operating procedure to use tools and equipment required during work.</li> <li>Demonstrate organisational procedure of arranging material, tools &amp; equipment required for work.</li> <li>Apply appropriate ways to check material, tools &amp; equipment for defects and required quality standards before use.</li> <li>Demonstrate organisational procedure of reporting the defects/ malfunctions in the material, tools &amp; equipment to the concerned person.</li> <li>Show how to inspect the vehicle interior &amp; exterior to identify any stains or damages in it.</li> <li>Apply appropriate ways to remove detachable items, seats etc. and place them securely as per SOP.</li> <li>Role play a situation on how to report about customer belongings found inside the vehicle to the supervisor.</li> <li>Apply appropriate ways to mix cleaning solutions, abrasive compositions or other compounds as per requirement.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>PPT's, teaching aids, job card, demo vehicle</li> <li>Sealant, wax, polish, buffing machine, buffing pads, masking tape, adhesives, squeegees</li> <li><b>Safety materials:</b> Fire extinguisher, safety gloves, aprons, safety glasses, helmet, safety shoe and first-aid kit</li> <li><b>Cleaning material:</b> Cleaning equipment, tools and accessories, wire brush (M.S.), cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, microfiber cloth, solvent sprayer, vacuum cleaner, mops etc.</li> </ul>	

## Module 6: Perform vehicle detailing and post-vehicle detailing activities

### Mapped to ASC/N1447, v1.0

#### Terminal Outcomes:

- Demonstrate various activities for vehicle detailing work.
- Perform steps to carry out post-vehicle detailing activities.

Duration: <60:00>	Duration: <120:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the necessary precautions to be taken to avoid any hazard and accident during vehicle detailing activities.</li> <li>• List the steps to be performed for cleaning and detailing on various segment and surfaces of the vehicle.</li> <li>• Describe different types of grime such as scuff marks, soil, dust, oil, grease, dried food and other stains.</li> <li>• Describe methods like brushing, water/air spray, use of chemicals, manual or machine-assisted cleaning for cleaning various grimes.</li> <li>• Discuss the need of covering exterior parts/fittings adjacent to the painted panels.</li> <li>• List the steps to be performed for polishing the painted components of vehicle.</li> <li>• Discuss ways to apply paint sealer/wax on the vehicle parts.</li> <li>• Discuss post-detailing activities like inspection, cleaning, maintenance etc.</li> <li>• Explain the inspection methods for inspecting the surface finish of vehicle parts after vehicle detailing.</li> <li>• Recall organisational recommended procedure for returning leftover consumable/parts, tools and equipment after completion of work.</li> <li>• List different methods for disposing off materials such as debris, old masking paper, empty cans/tube, etc.</li> <li>• Summarise the documents and records needed to be maintained related to various treatment and washing activities done on the vehicle.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate ways to clean the vehicle interior &amp; exterior components of vehicle.</li> <li>• Demonstrate organizational specified procedure of cleaning and detailing on various segment and surfaces of the vehicle.</li> <li>• Apply appropriate ways to dry the various surfaces of vehicle.</li> <li>• Show how to cover the exterior parts/fittings adjacent to the painted panels with masking tape and paper.</li> <li>• Demonstrate how to remove any contaminants, overspray, or residue left after the cleaning by using clay bar.</li> <li>• Demonstrate organizational specified procedure of polishing the painted components of vehicle by using abrasive compound and buffers.</li> <li>• Apply appropriate ways to give final glossy shine and add a protective layer on the paint.</li> <li>• Apply appropriate inspection methods to inspect the surface finish of vehicle parts and reporting to supervisor about any observation after vehicle detailing activities.</li> <li>• Demonstrate the organisational procedure involved in returning consumable/parts, tools and equipment after completion of work.</li> <li>• Show how to dispose materials such as debris, old masking paper, empty cans/tube, etc. as per organisational guidelines.</li> <li>• Apply appropriate ways to record the details of various treatment and washing activities done on the vehicle in job card.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

- PPT's, teaching aids, job card, demo vehicle
- Sealant, wax, polish, buffing machine, buffing pads, masking tape, adhesives, squeegees
- **Safety materials:** Fire extinguisher, safety gloves, aprons, safety glasses, helmet, safety shoe and first-aid kit
- **Cleaning material:** Cleaning equipment, tools and accessories, wire brush (M.S.), cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, microfiber cloth, solvent sprayer, vacuum cleaner, mops etc.

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanic Motor Vehicle	3	Automotive Service	1	Automotive Service	NA
ITI	Mechanic Motor Vehicle	4	Automotive Service	0	Automotive Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	2	Automotive Service	1	Automotive Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	3	Automotive Service	0	Automotive service	NA
Certificate NSQF Level5	Four Wheeler Service Lead Technician	3	Automotive Service	1	Automotive Service	NA

Trainer Certification	
Domain Certification	Platform Certification
"Automotive Detailer Assistant, ASC/Q1431, version 1.0". 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	
ITI	Mechanic motor vehicle	4	Automotive Service	1	Automotive Service	NA
ITI	Mechanic motor vehicle	5	Automotive Service	0	Automotive Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	3	Automotive Service	1	Automotive Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	4	Automotive Service	0	Automotive Service	NA
Certificate NSQF Level-5	Four Wheeler Service Lead Technician	4	Automotive Service	1	Automotive Service	NA

Assessor Certification	
Domain Certification	Platform Certification
"Automotive Detailer Assistant, ASC/Q1431, version 1.0". 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