



# Model Curriculum

**QP Name: Automotive Showroom Host**

**QP Code: ASC/Q1103**

**QP Version: 3.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

Automotive Skill Development Council  
Leela Building, 153 GF, Okhla Phase III, Okhla Industrial Area, New Delhi, Delhi 110020

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## Training Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Automotive Vehicle Sales (Dealer)
<b>Occupation</b>	Dealer Sales Support
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/4266.0201
<b>Minimum Educational Qualification &amp; Experience</b>	5th Class pass with 4 years of relevant experience OR 8th Class Pass with 1 year of relevant experience OR 9th Class pass
<b>Prerequisite License or Training</b>	N/A
<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>	3.0
<b>Model Curriculum Creation Date</b>	20/11/2020
<b>Model Curriculum Valid Upto Date</b>	20/11/2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	330 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	330 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.
- Implement safety practices.
- Optimize the use of resources.
- Communicate effectively using interpersonal skills.
- Attend to customers effectively and address their queries/concerns.
- Perform sales related activities.

### 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 Showroom Host <i>Bridge Module</i>	05:00	0:00	-	-	05:00
<b>ASC/N9807 – Organize work and resources</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>25:00</b>	<b>30:00</b>	-	-	<b>55:00</b>
Module 2: Work effectively and efficiently	15:00	20:00	-	-	35:00
Module 3: Optimize resource utilization	10:00	10:00	-	-	20:00
<b>ASC/N9806 – Interact effectively with colleagues, customers, and others (Sales)</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>12:00</b>	<b>18:00</b>	-	-	<b>30:00</b>

Module 4: Communicate effectively and efficiently	16:00	24:00	-	-	40:00
<b>ASC/N1103 – Hosting customers and handling sales operations</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>60:00</b>	<b>120:00</b>	<b>30:00</b>	-	<b>210:00</b>
Module 5: Host customers and work efficiently in an automobile showroom	60:00	120:00	30:00	-	210:00
<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>114:00</b>	<b>186:00</b>	<b>30:00</b>	-	<b>330:00</b>

# Module Details

## Module 1

### Introduction to the Role of an Automotive Showroom Host

#### Bridge Module

#### Terminal Outcomes:

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

<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>• Describe the role and responsibilities of an automotive showroom host.</li> <li>• Explain the different phases of the sales cycle and the sales operations involved.</li> <li>• Discuss the policies, regulations and standard operating procedures (SOPs) of the organisation/dealership applicable to sales operations.</li> <li>• Outline the statutory regulations and social compliances for automotive industry as proposed by the Government.</li> <li>• Explain the organisational and professional code of ethics and standards of follow-up and sales practice.</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/N9807, v1.0

#### Terminal Outcomes:

- Employ appropriate ways to maintain a safe and secure working environment.
- Perform work as per the quality standards. correctly

<b>Duration: 15:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Describe the ways to organize work as per organization’s health, safety and security policies/procedures.</li> <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, causes, preventions and reporting structure.</li> <li>● State the methods to keep the showroom area as well as equipment clean, tidy and sanitized.</li> <li>● Discuss how to complete the given work within the stipulated time period.</li> <li>● Explain the importance of prioritizing team goals over individual goals.</li> <li>● Discuss epidemics/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>● Define self-quarantine or self-isolation.</li> <li>● List common ailments and their medication.</li> <li>● Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic or any emergency.</li> <li>● Discuss organization’s hygiene and sanitation guidelines.</li> <li>● Describe the ways of dealing with stress and anxiety during an epidemic or a</li> </ul>	<ul style="list-style-type: none"> <li>● Apply basic housekeeping practices to ensure that the showroom area/work area/equipment is clean, sanitized and disinfected.</li> <li>● Demonstrate how to evacuate the workplace in case of an emergency.</li> <li>● Demonstrate the correct way of washing hands using soap and water.</li> <li>● Display the correct way of sanitizing hands using alcohol-based hand rubs.</li> <li>● Prepare a list of relevant hotline/emergency numbers.</li> <li>● Demonstrate how to wear and dispose different types of PPEs properly</li> </ul>



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

## Module

### Optimize Resource Utilization

Mapped to NOS ASC/N9807, v1.0

#### Terminal Outcomes:

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

<b>Duration: 10:00</b>	<b>Duration: 10:00</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, especially water.</li> <li>● State the importance of conserving electricity and using prevalent energy efficient devices.</li> <li>● List the different categories of waste viz. dry, wet, recyclable, non-recyclable, etc.</li> <li>● Differentiate between recyclable and non-recyclable waste for the purpose of segregation</li> <li>● State the importance of using appropriate colour dustbins for different types of waste.</li> <li>● Discuss various methods of waste management.</li> <li>● Describe the significance of greening</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 around the showroom area and workstation and report to housekeeping staff for corrective action.</li> <li>● Employ different ways to check if electronic appliances/peripherals are functioning properly and turned on only when required.</li> <li>● Employ ways for efficient utilization of material and resources like stationary items, electricity and water.</li> <li>● Use energy efficient electrical appliances to ensure energy conservation.</li> <li>● Demonstrate how to deposit recyclable/reusable material at the specified location</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

### Communicate Effectively and Efficiently

*Mapped to NOS ASC/N9806, v1.0*

#### Terminal Outcomes:

- Use effective communication and interpersonal skills.
- Demonstrate how to interact with different genders and people with disabilities.

<b>Duration: 16:00</b>	<b>Duration: 24:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Explain the organizational structure protocol for communicating with colleagues, customers and others so as to establish good relationships with them.</li> <li>● Outline the different departments of the organization for coordination</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 presenting oneself well while dealing/interacting with others and maintaining personal hygiene.</li> <li>● State the procedure to receive work instructions and report problems/challenges out of one's scope to the supervisor.</li> <li>● List the various organizational policies and procedures to be followed at the workplace w.r.t. verbal and written communication.</li> <li>● Outline key highlights of various promotional schemes, new product/accessories, models discontinued by OEM, etc.</li> <li>● Discuss the importance of feedback received from customer/manager.</li> <li>● Describe the protocol for giving suggestions and ideas for improving work processes.</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct a role play on how to communicate with others using different means of communication</li> <li>● Demonstrate professional etiquette for effective interaction with customers, colleagues and others.</li> <li>● Role play a situation on how to acknowledge customer complaint and coordinate with the concerned department for resolution</li> <li>● Apply appropriate techniques to provide required information/advice to customers and resolve their queries in collaboration with the sales team.</li> <li>● Prepare a sample report to share the work status with the manager on daily basis along with work completion report.</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

### Hosting Customers and Handling Sales Operations

Mapped to NOS ASC/N1103, v1.0

#### Terminal Outcomes:

- Demonstrate how to host the customer and provide appropriate sales information.
- Employ appropriate techniques to manage customer queries and feedbacks.

<b>Duration: 60:00</b>	<b>Duration: 150:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the ways to handle customer enquiries about product (such as vehicle type, model, specifications) and pricing on various platforms.</li> <li>• Discuss the importance of conveying correct and concise information for promotional schemes, services and facilities by coordinating with sales/marketing team.</li> <li>• Describe the procedure to acknowledge and escalate complaints to concerned departments</li> <li>• Explain the guidelines/checklist pertaining to showroom maintenance and presentation well.</li> <li>• Discuss the importance of attending daily briefings/meetings and scheduled training sessions for qualifying tests.</li> <li>• Describe the accessories/value added or special services and coordinate with relevant department in case further information is needed.</li> <li>• Appraise how to resolve post-sale customer queries and complaints as per organizational SOPs.</li> <li>• Identify the importance of maintaining proper records and documentation.</li> <li>• Explain the working of Customer Relationship Management (CRM) software.</li> <li>• Discuss the required vehicle specifications and features with the Sales Consultant or concerned technical staff.</li> <li>• List competitors’ offerings and compare these with the showroom offerings to evaluate scope for improvement in selling schemes and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a role play on how to attend the customer upon arrival in the showroom as per organisation’s norms.</li> <li>• Follow appropriate procedure to transfer the lead to accessory/VAS sales executive for detailed discussions.</li> <li>• Conduct a role play on how to introduce/assign a sales consultant to assist the customer with further queries about the product.</li> <li>• Demonstrate how to coordinate with colleagues/sales team to ensure that all customer queries are resolved and pending work is completed.</li> <li>• Use MS Word, MS Excel, MS PowerPoint and Customer Relationship Management (CRM).</li> <li>• Record data received from walk-in customers including customer details, feedback and queries.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	

<b>Tools, Equipment and Other Requirements</b>
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Laptop with MS Word, MS Excel, MS PowerPoint, CRM, Tally, SAP and Prim ware
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## 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> <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>	<ul style="list-style-type: none"> <li>• Demonstrate ways of managing expenses, income, and savings.</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, sources for arranging money and potential legal and financial challenges</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</li> </ul>
<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	
Graduate	Any discipline	2	Automotive Sales	1	Automotive Sales	NA
Graduate	Any discipline	3	Automotive Sales	0	Automotive Sales	NA
Certificate NSQF- Level 5	Automotive Sales Consultant/ Automotive Sales Trainer	3	Automotive Sales	1	Automotive Sales	NA
Diploma	Automobile/ Mechanical /Electrical/ Electronics Engineering	2	Automotive Sales	1	Automotive Sales	NA
Diploma	Automobile/ Mechanical /Electrical/ Electronics Engineering	3	Automotive Sales	0	Automotive Sales	NA

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Automotive Showroom Host”, “ASC/Q1103”, minimum accepted score is 70%	Recommended that the Trainer is certified for the Job Role: “MEP/Q2601, Trainer (VET and Skills), Version-2”, minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Any discipline	3	Automotive Sales	1	Automotive Sales	NA
Graduate	Any discipline	4	Automotive Sales	0	Automotive Sales	NA
Certificate NSQF- Level 5	Automotive Sales Consultant/ Automotive Sales Trainer	4	Automotive Sales	1	Automotive Sales	NA
Diploma	Automobile/ Mechanical /Electrical/ Electronics Engineering	3	Automotive Sales	1	Automotive Sales	NA
Diploma	Automobile/ Mechanical /Electrical/ Electronics Engineering	4	Automotive Sales	0	Automotive Sales	NA

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Automotive Showroom Host”, “ASC/Q1103”, minimum accepted score is 70%	Recommended that the Assessor is certified for the Job Role: “MEP/Q2701, Assessor (VET and Skills), Version-2”, minimum accepted score is 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>SOP</b>	Standard Operating Procedure
<b>OEM</b>	Original Equipment Manufacturer
<b>PwD</b>	Persons With Disabilities
<b>VAS</b>	Value-Added Service
<b>CRM</b>	Customer Relationship Management
<b>MIS</b>	Management Information System