Model Curriculum

QP Name: Automotive Material Handling Assistant

QP Code: ASC/Q6101

QP Version: 2.0

NSQF Level: 2

Model Curriculum Version: 1.0

Automotive Skills Development Council | 153, Gr Floor, Okhla Industrial Area, Phase – III, Leela Building, New Delhi – 110020

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Training Parameters

Sector	Automotive
Sub-Sector	Manufacturing
Occupation	Supply Chain Management
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/9333.0101
Minimum Educational Qualification and Experience	8th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	29/07/2021
Next Review Date	29/07/2026
NSQC Approval Date	29/07/2021
QP Version	2.0
Model Curriculum Creation Date	29/07/2021
Model Curriculum Valid Up to Date	29/07/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	256 Hours 00 Minutes
Maximum Duration of the Course	256 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.

- Demonstrate loading/unloading of material by use of trolley/forklift.
- 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
Bridge Module					
Module 1: Introduction to the role of an Automotive Material Handling Assistant	8:00	0:00			8:00
ASC/N9803 – Organize work and resources (Manufacturing) NOS Version No. – 1.0 NSQF Level – 3	**16:00**	**24:00**			**40:00**
Module 2: Organize work and resources according to safety and conservation standards	16:00	24:00			40:00
ASC/N9802 – Interact effectively with colleagues, customers and others NOS Version No. – 1.0 NSQF Level - 3	**12:00**	**20:00**			**32:00**
Module 3: Communicate effectively and efficiently	12:00	20:00			32:00
ASC/N6101 – Safely load/unload material from stores NOS Version No. – 2.0 NSQF Level - 2	**64:00**	**112:00**			**176:00**
Module 4: Perform loading/ unloading of material from stores	64:00	112:00			176:00
Total Duration	**100:00**	**156:00**			**256:00**

Module Details

Module 1: Introduction to the role of an Automotive Material Handling Assistant

Bridge module

Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Material Handling Assistant.

Duration: *<08:00>*	Duration: *<00:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the role and responsibilities of an Automotive Material Handling Assistant. • Discuss the job opportunities of an Automotive Material Handling Assistant. • Explain about Indian automotive manufacturing market. • List various automobile Original Equipment Manufacturers (OEMs) and different products/ models manufactured by them. • Discuss the material handling procedures followed in organisation.	
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

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Module 2: Organize work and resources according to safety and conservation standards

Mapped to ASC/N9803, v1.0

Terminal Outcomes:

- Employ appropriate ways to maintain safe and secure working environment.
- Perform work as per the quality standards.
- Apply conservation practices at the workplace.

Duration: *<16:00>*	Duration: *<24:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the potential workplace related risks and hazards, their causes and preventions. • Identify PPE to be used at workplace. • Identify various warning signs used at the workplace. • Describe appropriate strategies to deal with emergencies and accidents at the workplace. • Outline the organizational structure to be followed to report about health, safety and security breaches to the concerned authorities. • Discuss the importance of keeping work area clean and tidy. • Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol based hand sanitizers or soap. • Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps if any to the concerned authorities. • Discuss the ways of dealing with stress and anxiety. • Discuss how to complete the given work within the stipulated time period. • Explain how to maintain a proper balance between team and individual goals. • Explain 5S guidelines at workplace. • List the various materials used at the workplace. • Explain organisational recommended procedure for storage of tools, equipment and material after completion of work. • Explain the ways to optimize usage of resources. • Discuss various methods of waste management and its disposal.	• Apply appropriate safety practices to ensure safety of people at the workplace • Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate the use of fire extinguisher. • Apply basic first aid procedure in case of emergencies. • Perform routine cleaning of tools, equipment and machines. • Employ various techniques for checking malfunctions in the equipment as per Standard Operating Procedure (SOP). • Show how to sanitize and disinfect one's work area regularly. • Demonstrate the correct way of washing hands using soap and water. • Demonstrate the correct way of sanitizing hands using alcohol-based hand rubs. • Demonstrate how to evacuate the workplace in case of an emergency. • Demonstrate sorting of materials, tools and equipment and spare parts after completion of work. • Demonstrate the steps involved in storage of tools, equipment and material after completion of work. • Perform basic checks to identify any spills and leaks and that need to be plugged /stopped. • Demonstrate different disposal techniques depending upon types of waste. • Employ different ways to check if equipment/machines are functioning as per requirements and report malfunctioning, if observed. • Employ ways for efficient utilization of material and water.

• List the different categories of waste for the purpose of segregation
• Differentiate between recyclable and non-recyclable waste
• State the importance of using appropriate colour dustbins for different types of waste.
• Discuss common practices for conserving electricity at workplace.
• Discuss the common sources of pollution and ways to minimize it.

Classroom Aids:

Whiteboard, marker pen, projector

Tools, Equipment and Other Requirements

- • Housekeeping material: Cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, hand towel, fire extinguisher
- • Safety gears: Safety shoes, ear plug, goggles, gloves, helmet, first-aid kit

Module 3: 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.

Duration: *<12:00>*	Duration: *<20:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the organizational structure for communicating with colleagues, seniors and others. • Discuss the ways to adjust the communication styles to reflect sensitivity towards gender and persons with disability (PwD). • Explain the importance of respecting personal space of colleagues. • State the procedure to receive work instructions and report problems to the supervisor. • List the various organizational policies and procedures to be followed at the workplace. • Describe different ways to rectify commonly occurring errors. • Explain the importance of complying with the instructions/guidelines and procedures while performing tasks related to the job specifications. • Discuss the importance of PwD and gender sensitization.	• Employ different means of communication depending upon the requirement while interacting with others. • Demonstrate using new ways to maintain good relationships with colleagues and supervisor. • Prepare a sample report to send the work status to the supervisor. • Demonstrate how to communicate with different genders and persons with disability (PwD) in a sensitive manner.
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, organisation structure.	

Module 4: Perform loading/unloading of material from stores

Mapped to ASC/N6101, v2.0

Terminal Outcomes:

- Perform the steps to carry out loading/unloading of received material from vendor's vehicle to stores.
- Perform the steps to carry out loading/unloading of material need to dispatch from stores to transportation area.

Duration: <64:00>	Duration: <112:00>
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss location of stores and dispatch departments in organisation. • Discuss how to collect the information from supervisor about the loading/ unloading tasks and work requirements. • List loading/ unloading requirements such as packing material i.e. boxes, trolleys, strapping etc. • Discuss the safety practices to avoid any hazard and accident during loading/ unloading work. • List the steps to be performed for unloading the material/parts received from vendor's vehicle. • Discuss how to avoid overloading of trolley/forklift during loading/ unloading of material/parts. • List the documents needed to be collected from the delivery person for the stores related to material received. • Summarise the steps to be performed for checking the empty trolleys for defects or damages after use. • Discuss how to select the loading method based on the weight of goods. • List the steps to be performed for loading the finished goods from store and transfer them near to the transport vehicle. • Discuss the process of loading/unloading the parts/vehicles safely and without any damage. • List the documents needed to be handover to vehicle driver related to material dispatched.	• Role play a situation on co-ordinating with supervisor for confirming loading/ unloading tasks and work requirements. • Show how to inform supervisor about the loading/ unloading requirements. • Apply appropriate ways to protect material during loading/ unloading work as per WI. • Demonstrate how to count material, collect stock, tag the material etc. as per the WI. • Demonstrate the organisational procedures of collecting and returning the trolleys/ forklifts to stores. • Demonstrate the standard operating procedure to use trolley/forklift truck to safely load/unload the material/parts. • Perform the organisational specified procedure of unloading the material/parts received from vendor's vehicle. • Apply appropriate ways of checking the empty trolleys for defects or damages after use. • Perform the organisational specified procedure of loading the finished goods from store and transfer them near to the transport vehicle. • Apply appropriate ways of checking the component specific trolleys for rain/dust protection and suitable tying-up arrangement during material transfer. • Show how to load/unload the parts/vehicles safely and without any damage during loading/ unloading work. • Role play a situation on how to report supervisor about the requirement of specific material handling for loading/unloading of big consignments.

	• Perform the organisational specified procedure of handover the documents to the vehicle driver and tally the details of material and shipment.

Classroom Aids:

Whiteboard, marker pen, projector

Tools, Equipment and Other Requirements

- **Material handling equipment**: Trolley, forklift
- Sample material/parts
- **Packing material**: boxes, trolleys, strapping, rope
- Protective material for rain/dust
- **PPE:** Gloves, safety shoes, goggles, ear plugs, safety helmet
- **Workshop safety:** Fire extinguishers, first-aid kit

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
ITI	Mechanics/Fitter	2	Assembly/Stores	1	Assembly/Stores	NA
ITI	Mechanics/Fitter	3	Assembly/Stores	0	NA	NA
Diploma	Mechanical/ Automobile	2	Assembly/Stores	0	NA	NA

Trainer Certification	
Domain Certification	**Platform Certification**
"Automotive Material Handling Assistant, ASC/Q6101, version 2.0". 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	Mechanics/Fitter	3	Assembly/Stores	1	Assembly/Stores	NA
ITI	Mechanics/Fitter	4	Assembly/Stores	0	NA	NA
Diploma	Mechanical/ Automobile	3	Assembly/Stores	0	NA	NA

Assessor Certification	
Domain Certification	**Platform Certification**
"Automotive Material Handling Assistant, ASC/Q6101, version 2.0". Minimum accepted score is 80%.	"Assessor; MEP/Q2701 v1.0" Minimum accepted score is 80%.

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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
Declarative Knowledge	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.
Key Learning Outcome	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).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	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.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	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

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
SOP	Standard Operating Procedure
WI	Work Instructions
PPE	Personal Protective equipment