Model Curriculum

QP Name: Packing Machine Worker (Food Processing)

QP Code: FIC/Q7002

QP Version: 1.0

NSQF Level: 3

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Training Parameters

Sector	Food Processing
Sub-Sector	Multi- Sectorial
Occupation	Processing
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2004/NIL
Minimum Educational Qualification and Experience	1. Class 8th passed 2. Class 5th passed with 3 years of experience
Pre-Requisite License or Training	Not Applicable
Minimum Job Entry Age	18 years
Last Reviewed On	30/07/2021
Next Review Date	29/07/2024
NSQC Approval Date	03/08/2018
QP Version	1.0
Model Curriculum Creation Date	15/01/2016
Model Curriculum Valid Up to Date	29/07/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	280 Hours
Maximum Duration of the Course	280 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the participants will be able to:

- Perform various packing related activities
- Monitor the packaging production line
- Perform post packaging activities
- Understand and carry out safe working practice
- Understand the importance of working safely in an industry
- Understand the norms for working in a team

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 NOS Version No.: 1.0 NSQF Level: 3	15:00 Hours	14:00 Hours	00:00 Hours	00:00 Hours	29:00 Hours
Module 1: Introduction to the training program	01:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	01:00 Hours
Module 2: Overview of the "Packing Machine worker" Role	01:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	01:00 Hours
Module 3: Introduction to the Food Processing Industry	01:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	01:00 Hours
Module 4: Organizational standards and norms	04:00 Hours	02:00 Hours	00:00 Hours	00:00 Hours	06:00 Hours
Module 5: Professional and Core Skills	03:00 Hours	05:00 Hours	00:00 Hours	00:00 Hours	08:00 Hours
Module 6: IT Skills	05:00 Hours	07:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours

FIC/N7006 Observe packing machines for various processed food products **NOS Version No.: 1.0** **NSQF Level: 3**	**10:00 Hours**	**11:00 Hours**	**00:00 Hours**	**00:00 Hours**	**21:00 Hours**
Module 7: Monitor packing machines for various processed food products and identify nonstandard output	10:00 Hours	11:00 Hours	00:00 Hours	00:00 Hours	21:00 Hours
FIC/N9002 Apply basic health and safety practices at a food processing workplace **NOS Version No.: 1.0** **NSQF Level: 3**	**08:00 Hours**	**14:00 Hours**	**00:00 Hours**	**00:00 Hours**	**22:00 Hours**
Module 8: Use basic health and safety practices at a food processing workplace	08:00 Hours	14:00 Hours	00:00 Hours	00:00 Hours	22:00 Hours
FIC/N01336 Work effectively with others **NOS Version No.: 1.0** **NSQF Level: 3**	**05:00 Hours**	**03:00 Hours**	**00:00 Hours**	**00:00 Hours**	**08:00 Hours**
Module 9: Work effectively with others	05:00 Hours	03:00 Hours	00:00 Hours	00:00 Hours	08:00 Hours
Assessment and Site Visits	**44:00 Hours**	**116:00 Hours**	**00:00 Hours**	**00:00 Hours**	**160:00 Hours**
Module 10: Field Visits	04:00 Hours	30:00 Hours	00:00 Hours	00:00 Hours	34:00 Hours
Module 11: Revision	02:00 Hours	02:00 Hours	00:00 Hours	00:00 Hours	04:00 Hours
Module 12: Evaluation	08:00 Hours	19:00 Hours	00:00 Hours	00:00 Hours	17:00 Hours
Module 13: On the Job training	30:00 Hours	65:00 Hours	00:00 Hours	00:00 Hours	95:00 Hours
Employability and Entrepreneurship skills	**28:00 Hours**	**12:00 Hours**	**00:00 Hours**	**00:00 Hours**	**40:00 Hours**
Module 14: Employability and Entrepreneurship skills	28:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	40:00 Hours
Total Duration	**110:00 Hours**	**170:00 Hours**	**00:00 Hours**	**00:00 Hours**	**280:00 Hours**

Module Details

Module 1: Introduction to the training program
Bridge Module

Terminal Outcomes:

- Discuss the opportunities available for packing machine worker in food processing industry
- List the GMP and HACCP practices and FSSAI guidelines applicable in food processing industry

Duration: *01:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Introduce each other and build rapport with fellow participants and the trainer. • Discuss the future trends and career growth opportunities available to packing machine worker in the food processing industry. • Summarise the key roles and responsibilities of a 'packing machine worker'. • Discuss the role of organisational policies and procedures in the job. • Discuss the impact of not following Good Manufacturing Practices (GMP), Hazard Critical Analysis and Control Points (HACCP) and Food Safety and Standards Authority of India (FSSAI) guidelines by packing machine worker.	
Classroom Aids:	
White board/Chart papers, marker	
Tools, Equipment and Other Requirements	
Nil	

Module 2: Overview of the 'Packing Machine Worker' Role
Bridge Module

Terminal Outcomes:

- List the roles and responsibilities of the individual in the job

Duration: _01:00_	Duration: _00:00_
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the roles and responsibilities of packing machine worker. - Discuss the nature and availability of job opportunities.	
Classroom Aids:	
Laptop/computer white board, marker, projector, chart papers	
Tools, Equipment and Other Requirements	
Nil	

Module 3: Introduction to the Food Processing Industry
Bridge Module

Terminal Outcomes:

- List the various sub sectors of food processing industry

Duration: *01:00*	Duration: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Define 'food processing'. - Discuss the various sectors of food processing industry.	
Classroom Aids:	
Laptop, white/black board, marker, chart papers, projector ,Trainer's guide, Student manual	
Tools, Equipment and Other Requirements	
Nil	

Module 4: Organizational standards and norms
Bridge Module

Terminal Outcomes:

- Discuss the roles and responsibilities of a packing machine worker
- Describe importance of personal hygiene and sanitation

Duration: *04:00*	Duration: *02:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe how to conduct yourself at the workplace. - Describe the personal hygiene and sanitation guidelines to be followed at the workplace.	- Demonstrate how to conduct yourself at the workplace. - Demonstrate the procedure to be followed to implement personal hygiene and sanitation guidelines at the workplace.
Classroom Aids:	
Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	
Tools, Equipment and Other Requirements	
Nil.	

Module 5: Professional and Core Skills
Bridge Module

Terminal Outcomes:

- List the attributes of desirable professional behaviour
- Demonstrate the procedure to be followed for working effectively

Duration: 03:00	Duration: 05:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Identify personal strengths and weaknesses. - State the importance of decision making in the job. - State the importance of communicating effectively.	- Undertake a self-assessment test for identifying strengths and weaknesses. - Plan and prioritise tasks effectively to ensure timely completion. - Demonstrate the ways to analyse situations for identifying problems and making sound decision promptly.
Classroom Aids:	
Laptop, white/black board, marker, chart papers, projector ,Trainer's guide, Student manual.	
Tools, Equipment and Other Requirements	
Nil	

Module 6: IT Skills
Bridge Module
Terminal Outcomes:

- List the parts of a computer
- Demonstrate the effective use of data recording applications at the workplace

Duration: *05:00*	Duration: *07:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List the various parts of a computer. - Describe the functions of different computer devices. - List the various applications used in recording information.	- Demonstrate the standard techniques used to operate a computer. - Show how to use an ERP software for recording information. - Demonstrate the effective use of applications such as word processor and spread sheets.
Classroom Aids:	
Laptop, white/black board, marker, chart papers, projector, Trainer's guide, Student manual.	
Tools, Equipment and Other Requirements	
All the tools and equipment listed in modules must be available at the site of field visit.	

Module 7: Observe packing machines for various processed food products and identify nonstandard output
Mapped to FIC/N7006, v1.0

Terminal Outcomes:

- Discuss the working of packaging machines
- Demonstrate the tasks to be performed for packing the food products

Duration: *10:00*	Duration: *11:00*
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Identify the food product to be packed and its specification in terms of quantity and quality. - List the types of packing materials to be used. - Identify the quantity and quality of packing material (such as sheets, boxes, cans, or rolls made of plastic, paper, cardboard, cloth or metal; bottles, etc.) required as per the type of food product to be packed. - Explain the environmental requirements to be maintained as per the food product to be packed temperature, moisture, non-contamination, cleanliness and hygiene, ventilation, etc. - Explain the characteristics of non-standard output product. - Discuss the various discrepancies, non-standard output, problems observed in the process. - State the importance of reporting to the supervisor immediately to ensure immediate resolution of the problem. - State the importance of complying with relevant legislations for food processing and packaging such as Food Safety and Standards Act, 2006 - Packaging and Labeling Regulations, relevant HACCP	- Roleplay a situation on how to obtain packing specifications from authorized source e.g. supervisor, team lead, ERP system, etc. - Show how to check the food product to be packed to confirm it is suitable as per specifications. - Show how to inspect the packing material as per the job specification received, desired quantity and quality. - Wear appropriate personal protective equipment as per type of task to be performed. - Perform tasks such as loading, positioning, or feeding the food product in the packing machine as per manufacturers' guidelines and packing specifications. - Demonstrate using of appropriate personal protective equipment (PPE). - Apply standard practices to control the operating parameters while packing the food products. - Show how to check a sample of the packed food product to ensure it is as per specifications. - Employ appropriate practices to adjust the operating parameters to correct the faults identified in the samples till the packing is

guidelines, relevant ISO 22000 guidelines, regulations with respect to the food item being packed, etc.	as per acceptable standards.
	• Monitor the equipment performance and packing production line to identify any discrepancy in operating conditions.
	• Perform integrity testing on the packed items as per operational guidelines.
	• Roleplay a situation on how to report the discrepancies identified to the supervisor or maintenance staff as per operational guidelines.
	• Perform tasks in adherence with workplace procedures, taking all safety and hygiene related precautions.
	• Show how to inspect for non-standard output product by visually.
	• Perform segregation and labelling of the non-standard materials and packages which do not meet the specifications.
	• Show how to handover standard and non-standard packed products as per operational guidelines, with minimum damage.
	• Demonstrate the procedure to be followed for maintaining the supply of packing materials throughout the run.
	• Apply standard practices to ensure that the required output rates are maintained.
	• Show how to shut down the packing production line in case of emergencies safely.
	• Employ appropriate practices to dispose the waste materials.
	• Demonstrate the steps to be performed to clean the machine after use as per operational and manufacturer's guidelines.
	• Show how to inspect the equipment for identifying faults.
	• Roleplay a situation on how to report

	equipment faults as per operational guidelines.
	• Demonstrate the procedure to store re-usable materials and equipment in designated area in a condition ready for re use.
	• Prepare sample documents such as production details, quality details, maintenance details, etc.
	• Perform tasks in adherence with the organizational and FSSAI standards, policies and procedures with respect to operation of the food item packing machine.

Classroom Aids:

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.

Tools, Equipment and Other Requirements

Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, coats and aprons; ear plugs or muffs; eye and facial protection; head-wear; lifting assistance; mesh aprons; protective boot covers; protective hand and arm covering ; protective head and hair covering; work uniforms; safety and waterproof footwear, containers, utensils, hand tools, lifting aids, stacking equipment, processing unit, conveyor and processing belts

Module 8: Apply basic health and safety practices at a food processing workplace
Mapped to FIC/N9002, v1.0

Terminal Outcomes:

- Discuss the different work safety practices
- Demonstrate how to provide first aid at the workplace

Duration: *08:00*	Duration: *14:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the need to use protective clothing/equipment for specific tasks and work conditions. - List the various individuals responsible for ensuring health and safety in the workplace. - Identify common hazard signs displayed in various areas. - Discuss the methods of accident prevention in the work environment of the job role. - Describe where to locate the general health and safety equipment at the workplace. - Explain relevant food safety policies such as propriety product policy, gloves policy, pest control policy, restrictions on harmful.	- Identify job-site hazardous work and state possible causes of risk or accident in the workplace. - Carry out safe working practices while dealing with hazards to ensure the safety of self and others. - Perform tasks in a way to ensure safety in areas such as in and around trenches, elevated places and confined areas. - Demonstrate the procedure for handling all food and related materials safely. - Apply standard practices to follow good housekeeping practices at all times. - Use the various appropriate fire extinguishers on different types of fires correctly. - Demonstrate rescue techniques applied during a fire hazard . - Demonstrate good housekeeping in order to prevent fire hazards. - Show how to use a fire extinguisher. - Demonstrate the procedure to be followed to free a person from electrocution. - Apply appropriate measures to provide first aid to victims were required e.g. in

	case of bleeding, burns, choking, electric shock, poisoning, etc.
	• Apply standard practices for bandaging.
	• Roleplay a situation on how to respond to an accident situation or medical emergency in real or simulated environments promptly and appropriately.
	• Perform and organize loss minimization or rescue activity during an accident in real or simulated environments.
	• Apply first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases.
	• Demonstrate the artificial respiration and the CPR Process.
	• Participate in emergency procedures.
	• Complete a written accident/incident report or dictate a report to another person, and send report to person responsible.
	• Roleplay a situation on how to move injured people and others during an emergency.

Classroom Aids:

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.

Tools, Equipment and Other Requirements

Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, coats and aprons; ear plugs or muffs; eye and facial protection; head-wear; lifting assistance; mesh aprons; protective boot covers; protective hand and arm covering ; protective head and hair covering; work uniforms; safety and waterproof footwear, containers, utensils, hand tools, lifting aids, stacking equipment, processing unit, conveyor and processing belts

Module 9: Work effectively with others
Mapped to FIC/N01336, v1.0

Terminal Outcomes:

- Discuss the importance of attending periodic training to enhance skills
- Demonstrate how to address team related issues that come during the course of work

Duration: 05:00	Duration: 03:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain how to receive information and instructions from the supervisor and fellow workers, getting clarification where required. - Describe how to pass on information to authorized persons who require it and within agreed timescale and confirm its receipt - Describe the way to communicate with others clearly, at a pace and in a manner that helps them to understand.	- Demonstrate helpful behaviour by assisting others in performing tasks in a positive manner, where required and possible. - Display how to assist others to maximize effectiveness and efficiency in carrying out tasks. - Demonstrate appropriate communication etiquette while working Communication etiquette: do not use abusive language; use appropriate titles and terms of respect; do not eat or chew while talking (vice versa) etc. - Demonstrate active listening skills while interacting with others at work. - Role play appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism. - Dramatize how to responsible and disciplined behaviours at the workplace Disciplined behaviours: e.g. punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc. - Escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict
Classroom Aids:	

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.

Tools, Equipment and Other Requirements
Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, coats and aprons; ear plugs or muffs; eye and facial protection; head-wear; lifting assistance; mesh aprons; protective boot covers; protective hand and arm covering ; protective head and hair covering; work uniforms; safety and waterproof footwear, containers, utensils, hand tools, lifting aids, stacking equipment, processing unit, conveyor and processing belts

Module 10: Field Visits

Bridge Module

Terminal Outcomes:

- Discuss the importance of field visit

Duration: *04:00*	Duration: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Define the storage facilities for raw materials and finished products. - Discuss about the various machineries used in process. - Discuss the raw materials used and their storage procedures. - Define the packaging and storage processes of raw material and finished product.	- Check the factory location, layout and safety aspects of food processing. - Demonstrate the various machineries used in process. - Demonstrate the cleaning methods and processes followed to maintain the process machineries and tools. - Demonstrate the post-production cleaning and maintenance process followed in the industry.
Classroom Aids:	
Laptop, white/black board, marker, chart papers, projector, Trainer's guide, Student manual.	
Tools, Equipment and Other Requirements	
All the tools and equipment listed in modules must be available at the site of field visit.	

Module 11: Revision
Bridge Module

Terminal Outcomes:

- Revise the knowledge gained so far

Duration: *02:00*	Duration: *02:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Revised the knowledge gained so far.	• Practice the knowledge gained so far.
Classroom Aids:	
White board/Chart papers, marker.	
Tools, Equipment and Other Requirements	
All the tools and equipment listed in modules must be available at the site of revision.	

Module 12: Evaluation
Bridge Module

Terminal Outcomes:

- Assess the knowledge and skills acquired by the participants

Duration: *08:00*	Duration: *19:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
Demonstrate the knowledge and skills acquired by the participants.	Evaluate the knowledge and skills acquired by the participants.
Classroom Aids:	
White board/Chart papers, marker.	
Tools, Equipment and Other Requirements	
All the tools and equipment listed in modules must be available for evaluation.	

Module 13: On-the-job Training
Bridge Module

Terminal Outcomes:

- Demonstrate the skills and knowledge acquired in the training program in the field

Duration: *30:00*	Duration: *65:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the skills and knowledge acquired in the training program in the field.	• Apply the skills and knowledge acquired in the training program in the field.
Classroom Aids:	
White board/Chart papers, marker.	
Tools, Equipment and Other Requirements	
All the tools and equipment listed in modules must be available at the site of OJT.	

Module 14 : Employability and Entrepreneurship skills

Terminal Outcomes:

- Describe the traits of individual at workplace
- Demonstrate apply employability and entrepreneurship skills at workplace

Duration: *28:00*	Duration: *12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss own strengths and weaknesses and analyse the gaps to ensure continuous improvement. - Discuss the measures to be undertaken to utilise time effectively thereby achieving maximum productivity. - List the characteristics of innovative individuals - List the levels of Maslow Hierarchy of needs - List the traits of effective team - Discuss tips for stress management - Discuss the importance of good work ethics - Discuss how to manage an enterprise - Describe how to plan effective strategies for solving problems and improving work culture within the team. - List the various types of digital marketing techniques. - Discuss the types and importance of e-commerce in promoting businesses. - List the various types of online banking services being used widely. - Discuss the procedure to apply for bank finances - List the elements of a proposal to attract future business opportunities and prospective clients. - Explain how to conduct entrepreneurial programs to identify business	- Show how to analyse a situation to identify gaps for improving the work process. - Demonstrate the procedure to plan the time taken to perform various tasks effectively. - Describe how market research is carried out - Role play the characteristics of an effective entrepreneur and leader - Demonstrate on how to identify new business opportunities - Prepare a sample plan to solve problems and improve productivity at the workplace. - Demonstrate the procedure to operate a computer for digital marketing, e-commerce, branding, etc. - Show how to use services such as NEFT, IMPS, UPI, RTGS for online banking.

opportunities, generate employment and increase clientele.

- Understand the make in India campaign
- Discuss the importance of Swachh Bharat Abhiyan
- Understand the importance of entrepreneurship
- Describe the traits of successful entrepreneur
- List the types of enterprises
- Understand the importance of effective speaking and listening
- Discuss the importance of problem solving
- Discuss how to deal with failures
- Describe the core keys of marketing
- Discuss ways to manage risks at workplace

Classroom Aids:

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.

Tools, Equipment and Other Requirements

Nil

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>*	**Specialization** *<Specify the areas of specialization that are desirable.>*	**Relevant Industry Experience**		**Training Experience**		**Rem arks**
		Years	*Specialization*	*Years*	*Specialization*	
M.Sc / M.Tech / M.E. x	Food Technology or Food Engineering	2	Food processing industry	1	Training of packaging technicians	
B.Sc or Graduate in food or allied sector / B.Tech / B.E.	Food Technology or Food Engineering	3	Food processing industry	1	Training of packaging technicians	
Diploma	Food Technology / Food Engineering /packaging or allied sector	4	Food processing industry	1	Training of packaging technicians	

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Packing machine worker" mapped to QP: "FIC/Q7002, v1.0". Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q0102". Minimum accepted SCORE IS 80 % as per SSC guidelines.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>*	**Specialization** *<Specify the areas of specialization that are desirable.>*	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
B. Sc/Diploma	hotel management/Food Technology/Home Science	3	Food Technology / Food Engineering/Packaging technology	3	Assessment of packing machine workers	
B.Tech/B.E./	Food Technology / Food Engineering/Packaging technology	2	Food Technology / Food Engineering/Packaging technology	2	Assessment of packing machine workers	
M.Sc./M.E./M.Tech	Food Technology or Food Engineering/Dairy Technology/Packaging Technology	1	Food Technology / Food Engineering/Packaging technology	1	Assessment of packing machine workers	
MBA	Agri Business Management/FTM	1	Food Technology / Food Engineering/Packaging technology	1	Assessment of packing machine workers	

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Packing machine worker" mapped to QP: "FIC/Q7002, v1.0". Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q0102". Minimum accepted SCORE IS 80 % as per SSC guidelines.

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

Assessment will be based on the concept of Independent Assessors empanelled with Assessment Agencies, identified, selected, trained and certified on Assessment techniques. These assessors would be aligned to assess as per the laid down criteria.

Assessment Agency would conduct assessment only at the training centres of Training Partner or designated testing centers authorized by FICSI.

Ideally, the assessment will be a continuous process comprising of three distinct steps:

A. Mid- term assessment
B. Term / Final Assessment

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Therein each Performance Criteria in the NOS will be assigned marks for theory and / or practical based on relative importance and criticality of function.

This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets / question bank so created by the Assessment Agency will be validated by the industry subject matter experts through FICSI, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

The following tools are proposed to be used for final assessment:

i. Written Test: This will comprise of (i) True / False Statements (ii) Multiple Choice Questions (iii) Matching Type Questions. Online system for this will be preferred.

ii. Practical Test: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments. Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc. The end product will be measured against the pre-decided MCQ filled by the Assessor to gauge the level of his skill achievements.

iii. Structured Interview: This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand.

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

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
HACCP	Hazard Analysis and Critical Control Points
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices