



# Model Curriculum

**QP Name: Food Sales Promoter**

**QP Code: FIC/Q9701**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 2.0**

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## Training Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Food Sales and Retail Operations
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5249.0301
<b>Minimum Educational Qualification and Experience</b>	1. Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 2. 8th grade pass with 1-year of relevant experience OR 3. 5th grade pass with 4 years of relevant experience OR 4. Ability to read and write with 5 years relevant experience OR 5. Previous relevant qualification of NSQF Level 2 with 1 years of relevant experience OR 6. Previous relevant qualification of NSQF Level 2.5 with 6 months of relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	29/07/2021
<b>Next Review Date</b>	28/07/2024
<b>NSQC Approval Date</b>	29/07/2021
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	31/06/2021
<b>Model Curriculum Valid Up to Date</b>	28/07/2024
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	270 Hours
<b>Maximum Duration of the Course</b>	270 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 tasks to prepare for selling different types of food products
- Address customer issues effectively and assist them in buying a specific food product
- Maintain the stored food products and related facilities
- Apply necessary health and safety practices to ensure food safety and personal hygiene
- Work with various organisational departments effectively
- Use resources at the workplace optimally

### 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>FIC/N9701</b> <b>Prepare for sale and promotion of food products</b> <b>NOS Version No.: 2.0</b> <b>NSQF Level: 3</b>	<b>12:00 Hours</b>	<b>18:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>30:00 Hours</b>
Module 1: Introduction to food processing sector and the job of 'Food Sales Promoter'	04:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	04:00 Hours
Module 2: Prepare for sale and promotion of food products	04:00 Hours	09:00 Hours	00:00 Hours	00:00 Hours	13:00 Hours
Module 3: Preparing for visual merchandising	04:00 Hours	09:00 Hours	00:00 Hours	00:00 Hours	13:00 Hours
<b>FIC/N9702</b>	<b>20:00 Hours</b>	<b>40:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>60:00 Hours</b>

<b>Perform various tasks for selling food products</b> <b>NOS Version No.: 2.0</b> <b>NSQF Level: 3</b>					
Module 4: Selling and promoting food products to the customers	20:00 Hours	40:00 Hours	00:00 Hours	00:00 Hours	60:00 Hours
<b>FIC/N9703</b> <b>Ensure upkeep of food products and related facilities</b> <b>NOS Version No.: 2.0</b> <b>NSQF Level: 3</b>	<b>26:00 Hours</b>	<b>34:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>60:00 Hours</b>
Module 5: Maintaining the stored food products and associated facilities	26:00 Hours	34:00 Hours	00:00 Hours	00:00 Hours	60:00 Hours
<b>FIC/N9901: Implement health and safety practices at the workplace</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 3</b>	<b>10:00 Hours</b>	<b>20:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>30:00 Hours</b>
Module 6: Ensuring food safety and personal hygiene	05:00 Hours	10:00 Hours	00:00 Hours	00:00 Hours	15:00 Hours
Module 7: Managing accidents and emergencies	05:00 Hours	10:00 Hours	00:00 Hours	00:00 Hours	15:00 Hours
<b>FIC/N9902: Work effectively in an organization</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 3</b>	<b>10:00 Hours</b>	<b>20:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>30:00 Hours</b>
Module 8: Working effectively in an organization	10:00 Hours	20:00 Hours	00:00 Hours	00:00 Hours	30:00 Hours
<b>SGJ/N1702: Optimize resource utilization at workplace</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 3</b>	<b>12:00 Hours</b>	<b>18:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>30:00 Hours</b>

Module 9: Material conservation	04:00 Hours	06:00 Hours	00:00 Hours	00:00 Hours	10:00 Hours
Module 10: Energy/ electricity conservation	04:00 Hours	06:00 Hours	00:00 Hours	00:00 Hours	10:00 Hours
Module 11: Waste management/recycling	04:00 Hours	06:00 Hours	00:00 Hours	00:00 Hours	10:00 Hours
<b>DGT/VSQ/N0101</b> <b>Employability Skills</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 2</b>	<b>12:00 Hours</b>	<b>18:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>30:00 Hours</b>
Module 12: Employability skills	12:00 Hours	18:00 Hours	00:00 Hours	00:00 Hours	30:00 Hours
<b>Total Duration</b>	<b>102 Hours</b>	<b>168 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>270 Hours</b>

## Module Details

### Module 1: Introduction to food processing sector and the job of 'Food Sales Promoter'

*Mapped to FIC/N9701, v 2.0*

#### Terminal Outcomes:

- Describe the food retail industry in brief
- Discuss the career opportunities available within the food retail industry

<b>Duration:</b> 04:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the size and scope of the food retail industry.</li> <li>• Discuss the future trends and career growth opportunities available in food retail industry.</li> <li>• Summarise the key roles and responsibilities of 'Food Sales Promoter'.</li> <li>• List the various terminologies used in food retail industry.</li> <li>• Discuss the various organisational procedures and processes for selling food products and maintaining associated facilities for storing them in a retail environment.</li> <li>• Discuss the organisational policies on delivery standards, health, safety and hazard handling procedures, integrity, dress code, etc.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Nil	

## Module 2: Prepare for sale and promotion of food products

### Mapped to FIC/N9701, v 2.0

#### Terminal Outcomes:

- Discuss the standard practices to be followed to prepare for selling different types of food products in a retail environment
- Demonstrate the tasks to be performed to prepare for selling different types of food products

Duration: 04:00	Duration: 09:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the organisational departments and services offered in a food retail industry.</li> <li>• List the organisational roles in a hierarchical manner.</li> <li>• List the range of products available in a food retail industry.</li> <li>• Recall the various types of documentation done and the information to be recorded in the work process.</li> <li>• Summarise the elements of preparation for selling food products.</li> <li>• Describe the characteristics of food products and its available variants.</li> <li>• List the ambient conditions required for storing various types of food products.</li> <li>• Discuss the procedure for safe movement and arrangement of food products in a retail environment.</li> <li>• State the importance of labelling the food products.</li> <li>• List the products to be sold and the information to be recorded in the work process.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure for procuring the required food products from respective sources.</li> <li>• Show how to move the food products to the designated place safely.</li> <li>• Apply standard practices to unpack, sort and label the food products accurately.</li> <li>• Prepare a sample record of the type; quantity; consumer demand, shelf-life of products, etc. accurately.</li> <li>• Demonstrate how to organise food products as per shelf life and sale preference appropriately.</li> <li>• Roleplay a situation on how to report discrepancies in the stocks to the concerned personnel.</li> <li>• Display how to set the temperature of the refrigeration unit as per the type of food product to be stored.</li> </ul>



**Classroom Aids:**

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

**Tools, Equipment and Other Requirements**

Food products, trolleys, racks, labelling material, organisational documents and logbook.

## Module 3: Preparing for visual merchandising

### Mapped to FIC/N9701, v 2.0

#### Terminal Outcomes:

- Discuss the ways to arrange food products for display to the customers
- Demonstrate the standard practices followed for setting up food products for display

<b>Duration:</b> 04:00	<b>Duration:</b> 09:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the materials required for visual merchandising of food products.</li> <li>• State the importance of monitoring the display for desirable appearance and cleanliness periodically.</li> <li>• Discuss the standard practices to be followed for cleaning the work area thereby ensuring zero food contamination.</li> <li>• Summarise the steps to unpack and check the merchandise, materials, equipment and food products safely.</li> <li>• Discuss the technique to check the food products for desired quality and suitability for selling.</li> <li>• List the key considerations for arrangement and display of food products, price tickets, etc.</li> <li>• Recall the techniques used to identify damaged food products.</li> <li>• Elucidate the standard practices for replenishing stocks and returning extra stock to the concerned authority.</li> <li>• Recall the safe disposal practices for damaged goods.</li> <li>• Explain the Food Safety and Standards Authority of India (FSSAI) regulations applicable to the storage of food products in a processing industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to unpack the food products and materials for display.</li> <li>• Demonstrate the standard procedure followed to inspect food products thoroughly.</li> <li>• Perform the steps to clean the work area thoroughly before display of products for sale.</li> <li>• Show how to arrange food products while ensuring maximum visibility and accessibility for the customers using appropriate price tickets and labels.</li> <li>• Apply standard practices to replenish out-of-stock food items, replace damaged ones and dispose them safely.</li> </ul>

**Classroom Aids:**

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

**Tools, Equipment and Other Requirements**

Various types of food products and related items, product labels, price tickets, chairs, tables, banners, signages, card swipe machine, organisational documents, separate waste bins for food material and non-food materials.

## Module 4: Selling and promoting food products to the customers

### Mapped to FIC/N9702, v 2.0

#### Terminal Outcomes:

- Discuss the methods used for calculating sales price and processing payments
- Dramatize the ways to interact with customers and facilitate them during selling

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss an individual's role in selling food products.</li> <li>• Discuss the risk and impact of not following defined procedures/work instructions during selling.</li> <li>• Discuss the various types of customer needs, demands and queries arising out of organoleptic evaluation.</li> <li>• List the various factors that help in deciding the type of display for promoting food products.</li> <li>• List the information to be communicated to the customer during selling such as type of products available, complementary products, offers, specials, seasonal promotions of the organisation, etc.</li> <li>• Summarise the various steps to be performed for wrapping, packing and plating the food products appropriately.</li> <li>• List the transaction types, hardware and software used for point-of-sale transactions.</li> <li>• List the calculations to be performed for facilitating sale of various types of food products.</li> <li>• Summarise the steps to be performed for operating the point-of-sale systems effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay a situation on how to communicate with the customers for assessing their needs, interests (including organoleptic evaluation) and addressing them while buying a food product.</li> <li>• Demonstrate the procedure followed to prepare sample food items such as ready-to-eat products.</li> <li>• Show how to dispose used plates, glasses, etc.</li> <li>• Demonstrate the procedure to wrap, pack and plate the food products appropriately.</li> <li>• Perform the steps to calculate sale price information, generate sample invoices for sale and process payments using standard methods.</li> <li>• Roleplay a situation on how to coordinate with the concerned personnel in case of system errors.</li> <li>• Prepare a sample record consisting of information such as the quality and quantity of products sold, customer feedback, etc. as per standard procedure.</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the different types of transaction errors that can occur and their corresponding resolution techniques.</li> <li>• List the types of information to be recorded while selling a product.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Various types of food products and related items, chairs, tables, banners, signages, card swipe machine, organisational documents, separate waste bins for food material and non-food materials.	

## Module 5: Maintaining the stored food products and associated facilities

### Mapped to FIC/N9703, v 2.0

#### Terminal Outcomes:

- Explain the techniques employed for storing food products safely and appropriately
- Demonstrate the standard practices to be followed for maintaining the storing food products and related facilities effectively

<b>Duration: 26:00</b>	<b>Duration: 34:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the individual's role in maintaining the food products and related facilities in a retail environment.</li> <li>• Elucidate the impact of not adhering to industry recommended practices for storing food products.</li> <li>• Recall the various types of physical, chemical and biological hazards that could affect the quality of stored food products.</li> <li>• List the conditions required for storing food products appropriately.</li> <li>• Recall the standard action to be taken for handling defects such as spoiled food product/damaged equipment/shortage of supplies, etc.</li> <li>• List the various types of pest control devices required for upkeep of stored food products.</li> <li>• State the importance of marking for identifying spoiled food products.</li> <li>• Explain the different stock rotation techniques such as First In First Out (FIFO) and First Expire First Out (FEFO), etc.</li> <li>• List the types of information to be recorded while maintaining the stored food products.</li> <li>• List the types of cleaning and sanitising agents used to ensure a tidy workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to inspect the food products for spillage and spoilage appropriately.</li> <li>• Prepare sample records for recording information such as spoiled food items, equipment breakdowns, etc.</li> <li>• Employ appropriate methods to rotate the stocks as per sales preference and manufacturing date.</li> <li>• Roleplay a situation on how to communicate the issues such as faulty equipment, food spoilage, etc. to the supervisor.</li> <li>• Apply suitable techniques to clean work area and make it hazard free.</li> <li>• Demonstrate the procedure to clean and sanitise food handling equipment, implements, surfaces and utensils as per standard practices.</li> <li>• Show how to dispose unwanted (such as broken, chipped or cracked food handling equipment, spoiled food, etc.) and hazardous materials safely as per standard work practices.</li> </ul>

<ul style="list-style-type: none"> <li>• State the importance of timely reporting to address issues such as faulty equipment, food spillages/spoilages, etc.</li> <li>• List the various types of waste generated in a food retail industry.</li> <li>• Discuss the impact of different types of waste on the stored food products.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Raw materials, packaging material and finished products in the food processing industry; pest control devices, spoiled food products, utensils, cleaning cloth, organisational documents (such as logbooks), cleaning agent, sanitising agents, etc.	

## Module 6: Ensuring food safety and personal hygiene

### Mapped to FIC/N9901, v 1.0

#### Terminal Outcomes:

- Explain the ways to ensure food safety and personal hygiene at the workplace
- Demonstrate the steps to be followed for implementing good hygiene and manufacturing practices

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Define hazards and risks.</li> <li>• Recall the various types of health and safety equipment available in an organisation and the methods for obtaining them.</li> <li>• Discuss the organisational health and safety policies and procedures.</li> <li>• Discuss the relevant health and safety standards to be followed in the job as listed in 'The Food Safety and Standards Act, 2006'.</li> <li>• Explain the importance of wearing appropriate personal protective equipment (such as eye protection, hard hats, gloves apron, rubber boots, etc.) and ensuring personal hygiene at the workplace.</li> <li>• Elucidate the ways to prevent product contamination and cross contamination at the workplace.</li> <li>• Discuss the ways to handle items that can lead to allergic reactions in a retail environment.</li> <li>• State the importance of preventive health check-ups for ensuring personal hygiene.</li> <li>• State the importance of storing food at specified temperature.</li> <li>• Discuss the importance of sanitising self and the work area safely and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate techniques to prevent product contamination and cross contamination.</li> <li>• Demonstrate the steps to be performed for implementing good manufacturing practices (GMP) in a retail environment.</li> <li>• Show how to treat injuries such as cuts, boils, skin infections and grazes appropriately.</li> <li>• Apply suitable methods for disinfecting the work area and equipment thoroughly.</li> <li>• Demonstrate how to wash hands and use alcohol-based sanitisers appropriately.</li> <li>• Show how to wear personal protective equipment such as gloves, hairnets, masks, ear plugs, goggles, shoes etc. properly ensuring adequate protection.</li> <li>• Prepare a sample report consisting of information such as illness to self and others as per organisational practice.</li> <li>• Roleplay a situation on how to communicate with the supervisor for reporting illness of self and others.</li> </ul>



<ul style="list-style-type: none"> <li>Recall the ways to store the sanitising materials appropriately.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Gloves, hair net, shoe cover, soap dispenser, hand sanitizer, ear plugs, masks, aprons/lab coats eye protection, hard hats, gloves, rubber boots, etc.	

## Module 7: Managing accidents and emergencies

*Mapped to FIC/N9901, v 1.0*

### Terminal Outcomes:

- List the various types of accidents and emergencies that can arise at the workplace and the ways to address them
- Demonstrate the steps to be followed to implement emergency and evacuation procedures effectively

<b>Duration:</b> 05:00	<b>Duration:</b> 10:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the various types of health and safety hazards present in the environment.</li> <li>• Discuss the possible causes of risk, hazard or accident at the workplace.</li> <li>• Elucidate the standard practices and precautions used to control and prevent risks, hazards and accidents at the workplace.</li> <li>• Discuss the dangers associated with the use of electrical and other equipment.</li> <li>• State the importance of using protective equipment and clothing for specific tasks and work conditions.</li> <li>• Discuss the role of organisational protocols in preventing accidents and hazards.</li> <li>• Recall the preventive and remedial actions to be taken in the case of exposure to toxic materials at the workplace.</li> <li>• Discuss the various causes of fire and ways to prevent them.</li> <li>• Elaborate the steps to use different types of fire extinguishers.</li> <li>• Explain the procedure to provide artificial respiration and cardio-pulmonary resuscitation (CPR) to the affected.</li> <li>• Summarise the rescue techniques to be followed at times of fire hazard.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate techniques to deal with hazards safely and appropriately.</li> <li>• Demonstrate the use of various types of fire extinguishers effectively.</li> <li>• Demonstrate appropriate ways to respond to an accident situation or medical emergency promptly and appropriately.</li> <li>• Demonstrate the steps to be followed for providing artificial respiration and cardio-pulmonary resuscitation (CPR) in various instances (e.g. cardiac arrest).</li> <li>• Perform the steps to be followed during emergency and evacuation procedure.</li> <li>• Demonstrate the procedure of freeing a person from electrocution.</li> <li>• Show how to administer appropriate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the significance of various types of hazard and safety signs.</li> <li>• Discuss the workplace emergency and evacuation procedures.</li> <li>• Elaborate the type of first-aid treatment to be offered at times of shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries, etc.</li> <li>• Discuss about the potential injuries and ill health conditions that are caused due to incorrect manual handling practices.</li> <li>• List the precautions to be taken while lifting and carrying materials in a food retail environment.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Helmet, gloves, rubber mat, ladder, neon tester, leather or asbestos gloves, flame proof aprons, flame proof overalls buttoned to neck, cuff less (without folds) trousers, reinforced footwear, helmets/hard hats, cap and shoulder covers, ear defenders/plugs, safety boots, knee pads, particle masks, glasses/goggles/visors, hand and face shields, machine guards, residual current Devices, shields, dust sheets, respirator.	

## Module 8: Working effectively in an organization

### Mapped to FIC/N9902, v 1.0

#### Terminal Outcomes:

- State the importance of proper communication and teamwork at the workplace
- Roleplay a situation to communicate with others effectively

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the applicable organisational quality procedures and processes for working effectively in a team.</li> <li>• Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behaviour, harassment, discrimination, and performance conditions.</li> <li>• State the importance of well-defined reporting structure in an organisation.</li> <li>• List the various types of inter-dependent functions applicable in the job.</li> <li>• Discuss the different types of harassment and discrimination based on gender, disability, caste, religion, and culture.</li> <li>• List the key factors that aid in prioritising tasks.</li> <li>• Discuss the components of effective communication and its importance at the workplace.</li> <li>• State the impact of poor communication on the employee, the employer, and the customer.</li> <li>• State the importance of teamwork in organizational and individual success.</li> <li>• Discuss the importance of ethics and discipline for professional success.</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay a situation on how to obtain information, seek clarifications, reciprocate understanding and provide information accurately and clearly.</li> <li>• Roleplay a situation on how to use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive while interacting with others.</li> <li>• Show how to consult and assist others to maximize effectiveness and efficiency at work.</li> <li>• Dramatise a situation to show how to escalate problems and grievances beyond own scope to the concerned authority.</li> <li>• Roleplay a situation on how to take appropriate action to resolve conflicts at the workplace.</li> <li>• Roleplay a situation on how to report incidents of harassment and discrimination to appropriate authority.</li> </ul>

<ul style="list-style-type: none"> <li>• Explain the ways to address grievances appropriately and effectively.</li> <li>• Discuss the importance of managing interpersonal conflicts effectively and ways to do so.</li> <li>• List the different types of disabilities and the challenges faced by persons with disability (PwD).</li> <li>• Discuss the applicable laws, acts and provisions defined for PwD by the statutory bodies.</li> <li>• State the importance of gender sensitivity and equality.</li> <li>• Discuss the applicable legislations, grievance redressal mechanisms, and penalties against harassment at the workplace.</li> <li>• State the importance of transacting with others without personal bias.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Nil	

## Module 9: Material Conservation

*Mapped to SGJ/N1702, v 1.0*

### Terminal Outcomes:

- Discuss optimal usage of material including water in various tasks/activities/processes

<b>Duration:</b> 04:00	<b>Duration:</b> 06:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the types of hazards, risks and threats associated with handling different materials.</li> <li>• Discuss the role of workstation layout, electrical and thermal equipment used in the material conservation.</li> <li>• Discuss organisational procedures for minimising waste.</li> <li>• Elucidate practices of efficient and inefficient management and utilization of material and water at the workplace.</li> <li>• Discuss the ways to manage material and water usage at work effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to check for spills and leakages in various materials applicable in the job.</li> <li>• Demonstrate how to plug the spills and leakages appropriately.</li> <li>• Roleplay a situation on how to escalate any issues related to repair of spills and leakages to the concerned authority effectively.</li> <li>• Demonstrate the standard practices to be followed for cleaning tools, machines and equipment effectively.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Materials and tools and equipment used at work	

## Module 10: Energy/electricity conservation

### Mapped to SGJ/N1702, v 1.0

#### Terminal Outcomes:

- Discuss optimal usage of energy/electricity

<b>Duration:</b> 04:00	<b>Duration:</b> 06:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Define electricity.</li> <li>• Discuss the basics of electricity.</li> <li>• List the energy efficient devices that are used in the job.</li> <li>• Discuss the ways to identify electrical problems that can arise during work.</li> <li>• Discuss the standard practices to be followed for conserving electricity in the job.</li> <li>• State the impact of improperly connected electrical equipment and appliances on the tasks being performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply suitable techniques to check the equipment/machinery for desired level of functioning.</li> <li>• Employ appropriate methods to rectify faulty equipment/machinery safely.</li> <li>• Roleplay a situation on how to report equipment faults and maintenance lapses to the concerned personnel effectively.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Energy saving devices	

## Module 11: Waste management/recycling

### Mapped to SGJ/N1702, v 1.0

#### Terminal Outcomes:

- Discuss the importance of minimal waste generation
- Demonstrate how to dispose waste as per industry approved standards

<b>Duration:</b> 04:00	<b>Duration:</b> 06:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the various types of recyclable, non-recyclable, and hazardous waste.</li> <li>• State the significance of different coloured dustbins.</li> <li>• List the different types of waste to be segregated.</li> <li>• State the importance of waste management.</li> <li>• Discuss the standard methods for waste disposal.</li> <li>• List the sources of pollution.</li> <li>• Discuss the ways to minimise various types of pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the standard practices to be followed for segregating waste into respective categories.</li> <li>• Show how to dispose non-recyclable waste appropriately and safely.</li> <li>• Demonstrate the standard practice for depositing recyclable and reusable materials at designated place.</li> <li>• Show how to dispose hazardous waste safely and appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Non-recyclable, recyclable waste bins	



## Module 12 : Employability Skills

### Mapped to DGT/VSQ/N0101, v 1.0

#### Terminal Outcomes:

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

<b>Duration: 12:00</b>	<b>Duration: 18:00</b>
<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> <li>• Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> <li>• Discuss 21st century skills.</li> <li>• Display positive attitude, self - motivation, problem solving, time management skills and continuous learning mindset in different situations.</li> <li>• Discuss the significance of reporting sexual harassment issues in time</li> <li>• Discuss the significance of using financial products and services safely and securely.</li> <li>• Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws</li> <li>• Explain the importance of managing expenses, income, and savings.</li> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> <li>• Discuss the need for identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to practice different environmentally sustainable practices</li> <li>• Use appropriate basic English sentences/phrases while speaking</li> <li>• Demonstrate how to communicate in a well - mannered way with others</li> <li>• Demonstrate working with others in a team</li> <li>• Show how to conduct oneself appropriately with all genders and PwD</li> <li>• Show how to operate digital devices and use the associated applications and features, safely and securely</li> <li>• Create a biodata</li> <li>• Use various sources to search and apply for jobs</li> </ul>

<p>opportunities for potential business, sources for arranging money and potential legal and financial challenges</p> <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> <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>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Computer/laptop.	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification <i>&lt;Select the minimum educational requirements, such as 12<sup>th</sup> Pass, Graduate or NSQF certified.&gt;</i>	Specialization <i>&lt;Specify the areas of specialization that are desirable.&gt;</i>	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Sc or graduate/B.Tech/B.E	Food technology or food engineering	3	Food processing	1	Food processing	
M.Sc/M.Tech/ME	Food technology or food engineering	2	Food processing	1	Food processing	
Diploma /certificate course	(Food Technology / Food Engineering /packaging/Home science, or allied sector	4	Food processing	1	Food processing	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Food Sales Promoter" mapped to QP: "FIC/Q9701, v2.0". Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601". Minimum accepted score as per MEPSC guidelines is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification <i>&lt;Select the minimum educational requirements, such as 12<sup>th</sup> Pass, Graduate or NSQF certified.&gt;</i>	Specialization <i>&lt;Specify the areas of specialization that are desirable.&gt;</i>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
M.Sc/M.Tech/ME	Food technology or food engineering	2	Food processing	1	Food processing	
B.Sc or graduate/B.Tech/BE	Food technology/ Home Science	3	Food processing	2	Food processing	
Diploma	Hotel management/ Food Science/ Home Science	4	Food processing	2	Food processing	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Food Sales Promoter" mapped to QP: "FIC/Q9701, v2.0". Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701". Minimum accepted score as per MEPSC guidelines is 80%.

## 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 behavioural aspects as regards the job role and the specific task at hand.

## 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

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation