Model Curriculum

QP Name: Millet Product Processor

QP Code: FIC/Q1011

QP Version:1.0

NSQF Level: 3

Model Curriculum Version: 1.0

Food Industry Capacity and Skill Initiative (FICSI)
Shriram Bharatiya Kala Kendra(3rdFloor)
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Training Parameters

Sector	Food Processing
Sub-Sector	Food Grain Milling
Occupation	Processing-Food Grain Milling (including oilseeds)
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/8160.1000,1900, 2015/7512.0100
Minimum Educational Qualification and Experience	1. Grade 10 pass OR 2.Grade 8 pass with 2 years of NTC/NAC after 8th OR 3. Grade 8 pass and pursuing continuous schooling in regular school OR 4. Grade 9 pass and pursuing continuous schooling in regular school OR 5. 8th Grade Pass with 2-year of relevant experience OR 6. 9th Grade Pass with 1-year of relevant experience OR 7. 5th Grade Pass with 5-year of relevant experience OR 8. Previous relevant qualification of NSQF Level 2.5 with 1.5years of relevant experience OR 9. Previous relevant qualification of NSQF Level 2 with 3 years of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 years
Last Reviewed On	23/06/2023
Next Review Date	31/03/2027
NSQC Approval Date	23/06/2023

QP Version	1.0
Model Curriculum Creation Date	15/03/2023
Model Curriculum Valid Up to Date	31/03/2027
Model Curriculum Version	1.0
Minimum Duration of the Course	240 Hours (180+60)
Maximum Duration of the Course	360 Hours (180+60+60+60)

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 preparatory activities like workplace cleaning, tools and equipment check etc.
- Facilitate cleaning and regular maintenance of equipment at the workplace
- Perform and monitor various activities for Millet based composite flour
- Perform post-production activities like packaging, quality check, cleaning etc.
- Apply necessary health and safety practices to ensure workplace health and safety

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
FIC/N9026 Prepare for Production NOS Version No.:1.0 NSQF Level: 3	**10:00 Hours**	**20:00 Hours**	**00:00Hours**	**00:00Hours**	**30:00 Hours**
Module 1: Introduction to the Food Processing Sector and the Job of Millet Product Processor	**02:00s**	**00:00**	**00:00**	**00:00**	**02:00**
Module 2: Plan for production	**08:00**	**20:00**	**00:00**	**00:00**	**28:00**
FIC/N1038 Produce Millet Based Composite Flour NOS Version No: 1.0 NSQF Level: 3	**30:00 Hours**	**60:00 Hours**	**0:00Hours**	**00:00Hours**	**90:00 Hours**

Module 3: Production of millet-based composite flour	30:00 Hours	60:00 Hours	00:00 Hours	00:00Hours	90:00 Hours
FIC/N9906 Apply food safety guidelines in Food Processing NOS Version No.:1.0 NSQF Level:3	**10:00 Hours**	**20:00 Hours**	**00:00Hours**	**00:00Hours**	**30:00 Hours**
Module 4: Practice personal hygiene and follow Good Manufacturing Practices at the workplace	**05:00**	**10:00**	**00:00**	**00:00**	**15:00**
Module 5: Apply food safety practices at the workplace	**05:00**	**10:00**	**00:00**	**00:00**	**15:00**
DGT/VSQ/N0101: Employability Skills	12:00 Hours	18:00 Hours	00:00Hours	00:00Hours	30:00 Hours
Module 6: Employability Skills	12:00 Hours	18:00 Hours	00:00Hours	00:00Hours	30:00 Hours
Total Duration	**62:00 Hours**	**118:00 Hours**	**00:00Hours**	**00:00Hours**	**180:00 Hours**

Elective Modules

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

Elective 1

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FIC/N1039 – Produce millet-based Based Baked Products NOS Version No. – 1.0 NSQF Level – 3	**20:00**	**40:00**	**-**	**-**	**60:00**
Module 7: Production of Millet-Based Bakery Products	20:00	40:00	-	-	60:00
Total Duration	**20:00**	**40:00**	**-**	-	**60:00**

Elective 2

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FIC/N1040 – Produce Instant Idli and Dosa Mix NOS Version No. – 1.0 NSQF Level – 3	**20:00**	**40:00**	**-**	**-**	**60:00**
Module 8: Production of Dosa and Idli Mix	20:00	40:00	-	-	60:00
Total Duration	**20:00**	**40:00**	**-**	-	**60:00**

Elective 3

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FIC/N1041 – Carry out Produce Millet-Based Extruded Products NOS Version No. – 1.0 NSQF Level – 3	**20:00**	**40:00**	**-**	**-**	**60:00**
Module 9: Production of Millet-based Extruded Products	20:00	40:00	-	-	60:00
Total Duration	**20:00**	**40:00**	**-**	-	**60:00**

Module Details

Module 1: Introduction to Food Processing Sector and the Job of 'Supervisor - Fortified Foods'

Mapped to FIC/N9026, v2.0

Terminal Outcomes:

- Describe the food processing industry and its sub-sectors in brief
- Discuss the roles and responsibilities of a Supervisor - Fortified Foods

Duration: *05:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the food processing industry and food grain milling sub-sector in brief • Discuss the career opportunities available to a Supervisor - Fortified Foods in the food processing industry • Explain the terminologies used in fortification • List the sequence of operations to be performed in the job	
Classroom Aids:	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment and Other Requirements	

Module 2: Prepare for Production
Mapped to FIC/N9026, v2.0

Terminal Outcomes:

- Discuss the preparation tasks to be performed for fortification
- State the importance of maintaining tools and equipment effectively

Duration: *08:00*	**Duration**: *20:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Elucidate production planning process • List the manpower and material requirements as per work requirement. • Discuss the importance of various process charts, product flow charts, resource management process, etc. • List the priority of tasks as per work schedule. • Recall the steps to plan capacity utilization of machinery with respect to the processing time, production order and batch size for each product. • Recall various steps required to organize production materials appropriately.	• Demonstrate the procedure for obtaining work requirements from supervisors. • Prepare samples to plan and prioritize work schedules • Demonstrate how to estimate the resources as per the requirement (raw materials, packaging materials, machineries, and manpower) • Employ appropriate practices to plan capacity utilization of machineries • Demonstrate how to organize production materials appropriately. • Demonstrate how to allot responsibilities to the helpers.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
w materials, racks, utensils, Fire extinguishers, High speed exhausts, Masks – Head cover, mouth cover, cleaning ingredients and tools, Aprons, Safety Goggles, Safety Boots, Mouth Masks, Sanitizer, Food Safety Manual	

Module 3: Production of Millet-Based Composite Flour

Mapped to FIC/N1038, v1.0

Terminal Outcomes:

- Identify tools and equipment required for Composite Millet flour production
- List the raw materials required to produce Millet based composite flour
- Demonstrate the tasks to identify the quality raw materials and equipment required to identify impurities in raw materials

Duration: *30:00*	**Duration**: *60:00*
Theory–Key Learning Outcomes	**Practical–Key Learning Outcomes**
• Describe the different types of millets and their characteristics • Explain the quality parameters and nutritional information of each millet type • Explain the significance of composite millet-based flour and how it is different from other flour. • Describe the type of sieves and sieving process for different types of flour. • List the points on the importance of the sieving process • Identify the Type of containers and utensils used for flour manufacturing and storage. • Explain the blending process to produce composite flour • Understand the packaging and labeling requirements of FSSAI • Explain types of food packaging and the process of packing the flour	• Place all types of Millets on the table and ask students to Identify and explain each one by one. During the demonstration, ask them to include the characteristics of each millet and discuss their usage. • Perform Qualitative and Quantitative testing of millet ingredients as per FSSAI/ BIS standards. • Formulate a batch recipe for composite flour. • Perform sieving of flour using an automatic/manual sifter. • Perform blending operation using recommended blenders for blending composite flour. • Show the different types of packaging and demonstrate the process of packaging of composite flour by following all FSSAI packing and labeling guidelines. • QA Session
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Sieves, Blenders, packaging materials	

Module 4: Practice personal hygiene and follow Good Manufacturing Practices at workplace

Mapped to FIC/N9906, v 1.0

Terminal Outcomes:

- Discuss the importance of personal hygiene and GMP at the workplace
- Demonstrate the tasks to be performed to ensure personal hygiene and GMP practices at the workplace

Duration: *05:00*	**Duration:** *10:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Define hazards and risks • Recall the various types of health and safety equipment available in an organisation and the methods for obtaining them • Discuss the organisational health and safety policies and procedures • Discuss site-relevant documented procedures for Personal Hygiene and Visitor/ Contractor rules • Explain work instructions at levels of employee inside a food manufacturing site • Ensure timed planning and participation in relevant training and awareness sessions on personal hygiene, GMP, and related topics • Explain the importance of timely medical examination from a prescribed and authorized doctor and to comply with the guidelines of Schedule IV as described in Food Safety Standard Authority of India (FSSAI) guidelines • State how to follow a site relevant documented procedure and area wise work instructions for Good Manufacturing Practices (GMP) to be followed on the site • List validated Do's & Don'ts inside a food manufacturing firm • State process flow charts, HACCP summary plan and critical process parameters in each and respective areas of the production line • Explain how to identify the material requirements such as manufacturing	• Demonstrate the steps to be performed for implementing good manufacturing practices (GMP) • Demonstrate how to follow work instructions at levels of employee inside a food manufacturing site and ensure that the relevant instructions are well communicated and being followed at the fixed timelines • Show how to fill data in daily monitoring checklist related to personal hygiene, food safety and GMP • Illustrate process to follow man and materials movement throughout the production facility, to restrict unwanted hazards to cross contaminate the products which are being manufactured in the facility • Show how to tag and number all the equipment, machinery, tools, and other processing aids to keep a proper traceability of the product being manufactured and handled at site • Demonstrate process of record keeping and documentation such as Daily Monitoring Sheets, Batch Traceability Records, machine records, product parameters, process control parameters etc.

equipment's, Utensils and other processing aids, cleaning chemicals, cleaning work instructions in all the relevant areas of manufacturing facility • Define the Allergens, their risks and the allergen requirements • State the relevance of guidelines in manufacturing area and how training evaluation will be implemented • Explain the process of audits and ways to address the aspects of Good Manufacturing Procedures, personal hygiene and food safety	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
GMP format and guidelines, allergen manual, personal hygiene guidelines, etc.	

Module 5: Apply food safety practices at the workplace

Mapped to FIC/N9906 v1.0

Terminal Outcomes:

- List the food safety practices at the workplace and the ways to implement them
- Demonstrate the steps to be followed to implement food safety procedures effectively

Duration: *05:00*	**Duration:** *10:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the various types of health and safety hazards present in the environment • Discuss the possible causes of risk, hazard or accident at the workplace • Elucidate the standard practices and precautions used to control and prevent risks, hazards and accidents at the workplace • Explain requirements to maintain updated facilities, equipment and tool to minimize the risks associated with the products being handled at the site • State the importance of using protective equipment and clothing for specific tasks and work conditions • Discuss the role of organisational protocols in preventing accidents and hazards • Discuss the significance of various types of hazard and safety signs • Explain FSSAI Schedule IV requirements related to: Pest Control, Cleaning and Sanitation, Utilities, Waste Disposal, Prevention of Cross Contamination, allergen management, corrective action, preventive actions, food operation control etc. • Discuss the relevance of checking critical control points and product parameters • Explain importance of record keeping and documentation such as daily monitoring sheets, cleaning sheets, parameters etc. • Discuss how to report any food safety and GMP issue to supervisor, if any	• Apply appropriate techniques to deal with hazards safely and appropriately • Perform steps for checking critical control points and product parameters • Show how to record keeping and documentation such as daily monitoring sheets, cleaning sheets, parameters etc. • Demonstrate appropriate ways to respond to an accident situation or medical emergency promptly and appropriately. • Perform the steps to be followed during emergency and evacuation procedure.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide,	

Participant's Handbook
Tools, Equipment and Other Requirements
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 6: Employability and Entrepreneurship skills

Terminal Outcomes:

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

Duration:*12:00*	**Duration:18*: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 traits of effective time managers • Discuss tips for stress management • 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. • List the elements of a proposal to attract future business opportunities and prospective clients. • Explain how to conduct entrepreneurial programs to identify business opportunities, generate employment and increase clientele. Understand the make in India campaign	• 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 the procedure to apply for bank finances • Demonstrate on how to identify new business opportunities • Prepare a business plan and Detailed Project report (DPR) • 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. • Prepare a detailed sample report consisting of information such as future investments, forecasting, business expansion, etc. • Demonstrate the procedure to conduct an entrepreneurial program for exploring

	business opportunities and increasing the clientele. • Demonstrate how you will sell a product or service on an e-commerce platform with integration of payment gateway • Demonstrate a case study of a successful entrepreneur
Classroom Aids	
Computer, Projection Equipment, Power Point Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Nil	

Module 7: Production of Millet-Based Bakery Products

Mapped to FIC/N1039, v1.0

Terminal Outcomes:

- Identify tools and equipment required for Millet based bakery products
- List the raw materials required to produce Millet based bakery products
- Demonstrate the tasks to identify the quality raw materials and equipment required to identify impurities in raw materials

Duration: *20:00*	**Duration**: *40:00*
Theory–Key Learning Outcomes	**Practical–Key Learning Outcomes**
• Explain the role of different ingredients in cookie making, such as flour, sugar, butter, eggs, and leavening agents. b. • Elucidate importance of accurate measuring and weighing of ingredients. • List and explain different mixing techniques, such as creaming, beating, and folding. • Describe the types of equipment used in mixing dough, such as stand mixers, hand mixers, and spatulas. • Explain the importance of consistent shaping for uniform cookies and discuss different shaping equipment and techniques, such as cookie cutters, rolling pins, and moulds for rolling, cutting, and pressing. • Understanding the significance and learn how to preheat and use an oven for cookie baking. • Explain the Knowledge of different baking techniques, such as baking on a sheet pan or using a baking stone. • Familiarity with different baking temperatures and times and troubleshooting for different types of cookies. • Describe different types of cookie decorations and decoration techniques,	• Demonstrate methods for selecting the best ingredients and their recipe formulations • Demonstrate the process of premixing and Mixing of Dough • Demonstrate the Moulding and Shaping process • Demonstrate the baking of Cookies • Show different ways to decorate cookies • Demonstrate the Process to pack the cookies • Demonstrate the Postproduction cleaning of Workplace and equipment • QA Session

such as frosting, sprinkles, and edible glitter. • Explain the quality inspection of final product including Sensory evaluation • Describe different packaging materials and packaging techniques, such as plastic bags, tins, and boxes • Describe & discuss the labelling of cookies with relevant information, such as flavour and ingredients etc	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Sieves, Blenders, Ovens, Mixers, Cookie cutters, packaging materials	

Module 8: Production of Idli & Dosa Mix

Mapped to FIC/N1040, v1.0

Terminal Outcomes:

- Identify tools and equipment required for making Idli and Dosa Mix
- List the raw materials required to produce Millet based Idli and Dosa Mix
- Demonstrate the tasks to identify the quality raw materials and equipment required to identify impurities in raw materials

Duration: *20:00*	**Duration**: *40:00*
Theory–Key Learning Outcomes	**Practical–Key Learning Outcomes**
• Elaborate the Standard procedure for the preparation of instant food from raw material. • Describe the blending machine and discuss the standard procedure to operate the machine. • Describe the process and state the importance of inactivating the enzymes and applying the solution to the cut vegetables to prevent browning. • Explain the factors affecting the quality of instant food products. • Explain the standard procedure and State the significance of checking the quality of finished products • Explain the process of addition of additives g. Explain the process of operating an Oven and dryer • Explain the quality inspection of the final product including Sensory evaluation • Explain the process of packaging Instant food premixes	• Activity: Ask candidates to draw a detailed flow chart for instant food from raw material to packaging • Demonstrate the Operation following the SOP of each equipment. • Demonstrate the preparation of 2 Millet based ready to cook products using all equipment from weighing of raw materials to packaging of finished products considering all food safety and labelling guidelines. • QA Session
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Sieves, Blenders, packaging materials	

Module 9: Production of Millet-Based Extruded Products
Mapped to FIC/N1041, v1.0

Terminal Outcomes:

- Identify tools and equipment required for Millet Extruded production
- List the raw materials required to produce Millet based Extruded Products
- Demonstrate the tasks to identify the quality raw materials and equipment required to identify impurities in raw materials

Duration: *20:00*	**Duration**: *40:00*
Theory–Key Learning Outcomes	**Practical–Key Learning Outcomes**
• Understand the process of mixing and kneading of dough for producing pasta and/or noodles b. • Describe the process of extrusion to produce pasta c. • Describe the operation of noodle making machine and elaborate belt-creating, rolling, slitting, steaming & frying processes in detail. • Explain the quality inspection of the final product including Sensory evaluation. • Elaborate the process of packaging	• Activity: Ask candidates to draw a detailed flow chart for millet-based extruded products from raw material to packaging • Demonstrate the operation following the SOP of each piece of equipment. • Measuring, weighing, and mixing ingredients accurately in a bowl to form a rough dough. • Kneading and resting the dough by hand or with a stand mixer until it becomes smooth and elastic and become easier to work. • Setting up extruder and or Noodle making machine for different extruded products, demonstrating feeding and cutting the pasta and noodles for desired length. 6. • Pack the pasta and noodles into appropriate packaging following labeling and packaging guidelines • QA Session
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Sieves, Blenders, packaging materials	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
B.Sc /B.Tech/BE	Food technology or food engineering or Food Science	3	Industrial Bakery or Milling	1	Food processing	
M.Sc/M.Tech/ME	Food technology or food engineering or Food Science	2	Industrial Bakery or Milling	1	Food processing	

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Millet Product Processor" mapped to QP: "FIC/Q1011,v1.0".Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601".The minimum accepted score as per MEPSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
B.Sc /B.Tech/BE	Food technology or food engineering or Food Science	4	Industrial Bakery or Milling	1	Food processing	
M.Sc/M.Tech/ME	Food technology or food engineering or Food Science	3	Industrial Bakery or Milling	1	Food processing	

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Millet Product Processor" mapped to QP: "FIC/Q1011,v1". Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701". The 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 empaneled 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. ThereineachPerformanceCriteriaintheNOSwillbeassignedmarksfortheoryand/orpractical 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
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
CIP	Clean-In Place