Model Curriculum

QP Name: Food Analyst

QP Code: FIC/Q7607

QP Version: 1.0

NSQF Level: 4

Model Curriculum Version: 1.0

Food Industry Capacity and Skill Initiative (FICSI)
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Training Parameters

Sector	Food Processing
Sub-Sector	Generic
Occupation	Quality Analysis / Assurance
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	1. 12th class pass OR 2. Completed 2nd year of 3-year diploma (after 10) and pursuing regular education OR 3. 10th Class Pass + Continuous pursuing schooling OR 4. 10th Class Pass with 2 year NTC or 1 year NTC and 1 year NAC OR 5. 10th Class Pass + 2 year of relevant experience OR 6. Previous relevant qualification of NSQF Level 3 with minimum education as 5th grade pass and 2 years of relevant experience OR 7. Previous relevant qualification of NSQF level 3.5 with 1 year of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	17/11/2022
Next Review Date	17/11/2025
NSQC Approval Date	17/11/2022
QP Version	1.0
Model Curriculum Creation Date	10/06/2022
Model Curriculum Valid Up to Date	17/11/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	510 Hours
Maximum Duration of the Course	510 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:

- Prepare for testing process
- Carry out chemical, physical, microbiological, and sensory testing of food
- Carry out analysis of packaging material used for food
- Carry out compilation and record observation
- Apply necessary health and safety practices to ensure workplace health and safety
- Work effectively with others
- Use resources at the workplace optimally

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory and Elective 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/N7621 – Ensure preparedness for testing process **NOS Version No. 1.0** **NSQF Level 4**	**40**	**80**	**0**	**0**	**120**
Module 1: Introduction to Food Processing Sector and the Job of 'Food Analyst'	05				05
Module 2: Organize lab and manage resources to carry out testing	20	40	0	0	60
Module 3: Plan for testing process	15	40	0	0	55
FIC/N7622 – Carry out chemical, physical, microbiological, and sensory testing of food **NOS Version No. 1.0** **NSQF Level 4**	**30**	**60**	**90**	**0**	**180**
Module 4: Perform chemical and physical analysis	10	20	30	0	60
Module 5: Perform microbiological, sensory and statistical analysis	10	20	30	0	60
Module 6: Perform post testing activities	10	20	30	0	60
FIC/N7623 – Carry out compilation and record observation **NOS Version No. 1.0** **NSQF Level 4**	**30**	**60**	**0**	**0**	**90**
Module 7: Compile results, discussion and prepare certificate of analysis (COA)	30	60	0	0	90
FIC/N9901 – Implement health and safety practices at the workplace	**10**	**20**	**0**	**0**	**30**

NOS Version No. 1.0 **NSQF Level 3**					
Module 8: Ensuring food safety and personal hygiene	5	10	0	0	15
Module 9: Managing accidents and emergencies	5	10	0	0	15
DGT/VSQ/N0102 Employability Skills **NOS Version No.: 1.0** **NSQF Level: 4**	**24**	**36**	**0**	**0**	**60**
Module 10: Employability Skills	24	36	0	0	60
Total Duration	**134**	**256**	**90**	**0**	**480**

Elective Module

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FIC/N7624 - Carry out analysis of packaging material used for food **NOS Version No. 1.0** **NSQF Level 4**	**10**	**20**	**0**	**0**	**30**
Module 11: Carry out analysis of packaging material used for food	10	20	0	0	30

Module Details

Module 1: Introduction to Food Processing Sector and the Job of 'Food Analyst'

Mapped to FIC/N7621 v 1.0

Terminal Outcomes:

- Describe the food processing industry and its sub-sectors in brief
- Discuss the roles and responsibilities of Food Analyst

Duration: *05:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss about the food processing industry and fruits and vegetables sub-sector in brief • Discuss the career opportunities available to food analyst in the food processing industry • Explain the terminologies used in the process of analysis of food • List the sequence of operations to be performed in the job • List the various types of testing and analysis undertaken for food and packaging material	
Classroom Aids:	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment, and Other Requirements	
Nil	

Module 2: Organize lab and manage resources to carry out testing

Mapped to FIC/N7621 v 1.0

Terminal Outcomes:

- Describe ways to manage resources for organizing testing facility
- Apply appropriate practices to establish the standard procedure for organizing lab and resources for testing

Duration: *20:00*	**Duration**: *40:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Outline the various legislations, regulations, and standards including FSSAI guidelines to be followed for managing food testing facility • State organization policy for reporting and documentation purpose • State relevance of setting up facilities for various kinds of assessment • Highlight undesirable distractions in lab and why it is important to remove them • List the importance of labelling and grouping of test samples • List the resources to be arranged for testing, i.e., chemicals, distilled water, etc. • State how collection and evaluations are executed and forwarded to the appropriate members • Outline the procedure of discarding left-over samples and waste	• Demonstrate how to create and follow assessment schedule in accordance with organizational procedures • Apply appropriate practices to remove unnecessary distractions from testing facility • Employ problem-solving techniques to manage testing process • Show how to transport test samples from preparation area to testing facility and stored appropriately • Demonstrate labelling and grouping of samples • Walk through the layout of test samples in accordance with organizational procedures • Show how to update all the relevant document (prompt sheets, feedback sheets, etc.) for future reference • Roleplay handling customer complaints and how to perform corrective / preventive actions
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, etc.	
Tools, Equipment, and Other Requirements	
Sample legislative guidelines, Various materials and equipment, food samples, prompt sheets, feedback sheets, distilled water, chemicals, etc.	

Module 3: Plan for testing process

Mapped to FIC/N7621 v1.0

Terminal Outcomes:

- Describe the procedure for testing process
- Demonstrate how to conduct testing in accordance with organizational protocol

Duration: *15:00*	**Duration**: *40:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the product features to be tested as per the consultation • Outline how to draw hypothesis for assessment • List the specifications to be verified for checking the equipment • State the documented procedures for handling transport, storage, and use of measuring equipment • Describe the importance of validity and ethics for chosen method for testing • Outline why effective communication is significant to get on the agreement with the respective team • State why identification and management of risk is significant related with physical, chemical & biological hazards in laboratory	• Employ checks on facility and layout needed for assessment • Analyze methodology for assessing products on case by case basis in accordance with organization protocol • Walk through how to schedule staff time and test facilities by grouping panel members and products • Employ appropriate practices to collect, review and analyze results from assessment of products • Practice testing hypothesis based on responses and making recommendations • Evaluate and understand uncertainty of measurement
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
Tools, Equipment, and Other Requirements	
Food samples, Sample standard operating procedure, equipment, etc.	

Module 4: Perform chemical and physical analysis

Mapped to FIC/N7622 v 1.0

Terminal Outcomes:

- Describe procedure to perform chemical and physical analysis of food per regulatory standards
- Demonstrate steps for conducting chemical and physical analysis of food

Duration: *10:00*	**Duration**: *20:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the importance of identifying temperature requirement as per product and its analysis • Discuss the procedure to assess nutritional characteristics of different food by determining appropriate test method • Outline the applicability of pre-treatment method used for food samples • Discuss wet digestion method's importance to form a non-volatile inorganic compound	• Apply appropriate practices to ensure workplace cleanliness • Demonstrate how to collect samples for analysis • Show how to preserve collected and labelled samples of raw materials and other food products • Employ quality assurance measures are taken to ensure that the test results meet the specified quality requirements • Elaborate on tools and equipment used for various testing techniques
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
Tools, Equipment, and Other Requirements	
Sample standard operating procedure, food samples, tools and equipment, Chemicals, Acids, etc.	

Module 5: Perform microbiological, sensory, and statistical analysis

Mapped to FIC/N7622 v 1.0

Terminal Outcomes:

- Describe procedure to perform microbiological, sensory, and statistical analysis of food per regulatory standards
- Demonstrate steps for conducting microbiological, sensory, and statistical analysis of food

Duration: *10:00*	**Duration**: *20:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the relevance of sterilization and disinfection process for equipment and workplace • Discuss the process of cultivation to get microbial culture • Describe the process of testing products scientifically with objectivity • Discuss what needs to observe in assessment of appearance and odour • List policies and procedures about obtaining samples, handling sophisticated samples, equipment, and their maintenance	• Show how to perform sterilization, sanitization and cleanliness of equipment and work area • Demonstrate isolation technique to get specific species culture • Demonstrate the triangle test to comprehend sample in three coded samples • Show how to perform comparative judgment • Show how to estimate material and manpower requirement
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
Tools, Equipment, and Other Requirements	
Sample standard operating procedure, equipment, food sample, sanitizers, disinfectants,etc.	

Module 6: Perform post testing activities

Mapped to FIC/N7622 v 1.0

Terminal Outcomes:

- List the relevance of post testing activities
- Demonstrate standard procedures to undertake post testing activities

Duration: *10:00*	**Duration**: *20:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the standard policies, procedures to be followed while performing post testing activities • Discuss the standard practices that are followed to ensure all equipment used are kept under permanent control of the laboratory • List the importance of having dust free and air-conditioned facility for testing • State why equipment details are relevant to be noted and what all details are required • State the importance of maintaining a tidy and a safe workplace	• Demonstrate the procedure to fix faults in the damaged tools and equipment safely • Show how to replace or discard tools, equipment and materials declared unfit to be used for analysis • Demonstrate the procedure to clean the tools, equipment, and materials to be used for analysis of food samples • Demonstrate how to compile the equipment detail and present
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, and Related Standard Operating Procedures	
Tools, Equipment, and Other Requirements	
Various tools and equipment, etc.	

Module 7: Compile results, discussion, and prepare certificate of analysis (COA)

Mapped to FIC/N7623 v 1.0

Terminal Outcomes:

- Discuss the procedure of compiling results and discussion
- Demonstrate the process of preparing certificate of analysis (COA)

Duration: *30:00*	**Duration**: *60:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the procedure to record basic information before the analysis • State the importance of explaining if any data is discarded • Describe the significance and methods of validating accuracy, completeness, and compatibility of worksheets and calculations • State the importance of Certificate of Analysis (COA) and information populated in it • Discuss audit guidelines for upkeep of COA	• Show how to note entries correctly and how to manage deletion or overwriting • Demonstrate the steps for compiling the analysis of different stakeholders • Demonstrate how to prepare COA with respect to supplier Information, materials identification, transportation data, evidence of conformance, signature data
Classroom Aids:	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Operating pumps, Conveyors, Agitator; etc. for washing the fruits, Washing tank, Washing line conveyor, Fruit extractor or rotary press machine, Pneumatic press, Macerator, refractometer, Ph meter and titration set up.	

Module 8: Ensuring food safety and personal hygiene

Mapped to FIC/N9901 v 1.0

Terminal Outcomes:

- Discuss the importance of health and safety at the workplace
- Demonstrate the tasks to be performed for ensuring health and safety 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 the relevant health and safety standards to be followed in the job as listed in 'The Food Safety and Standards Act, 2006'. • 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. • Elucidate the ways to prevent product contamination and cross contamination at the workplace. • Discuss the ways to handle items that can lead to allergic reactions in a retail environment. • State the importance of preventive health check-ups for ensuring personal hygiene. • State the importance of storing food at specified temperature. • Discuss the importance of sanitising self and the work area safely and appropriately. • Recall the ways to store the sanitising materials appropriately.	• Employ appropriate techniques to prevent product contamination and cross contamination. • Demonstrate the steps to be performed for implementing good manufacturing practices (GMP) in a retail environment. • Show how to treat injuries such as cuts, boils, skin infections and grazes appropriately. • Apply suitable methods for disinfecting the work area and equipment thoroughly. • Demonstrate how to wash hands and use alcohol-based sanitisers appropriately. • Show how to wear personal protective equipment such as gloves, hairnets, masks, ear plugs, goggles, shoes etc. properly ensuring adequate protection. • Prepare a sample report consisting of information such as illness to self and others as per organisational practice. • Roleplay a situation on how to communicate with the supervisor for reporting illness of self and others.
Classroom Aids:	

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook
Tools, Equipment and Other Requirements
Gloves, hair net, shoe cover, soap dispenser, hand sanitizer, ear plugs, masks, aprons/lab coatseye protection, hard hats, gloves, rubber boots, etc.

Module 9: Managing accidents and emergencies
Mapped to FIC/N9901 v1.0

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

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. • Discuss the dangers associated with the use of electrical and other equipment. • 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. • Recall the preventive and remedial actions to be taken in the case of exposure to toxic materials at the workplace. • Discuss the various causes of fire and ways to prevent them. • Elaborate the steps to use different types of fire extinguishers. • Explain the procedure to provide artificial respiration and cardio-pulmonary resuscitation(CPR) to the affected. • Summarise the rescue techniques to be followed at times of fire hazard. • Discuss the significance of various types of hazard and safety signs. • Discuss the workplace emergency and evacuation procedures. • Elaborate the type of first-aid treatment to be offered at times of shock, electrical	• Apply appropriate techniques to deal with hazards safely and appropriately. • Demonstrate the use of various types of fire extinguishers effectively. • Demonstrate appropriate ways to respond to an accident situation or medical emergency promptly and appropriately. • Demonstrate the steps to be followed for providing artificial respiration and cardio-pulmonary resuscitation (CPR) in various instances(e.g. cardiac arrest). • Perform the steps to be followed during emergency and evacuation procedure. • Demonstrate the procedure of freeing a person from electrocution. • Show how to administer appropriate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning etc.

shock,bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries, etc. • Discuss about the potential injuries and ill health conditions that are caused due to incorrect manual handling practices. • List the precautions to be taken while lifting and carrying materials in a food retail environment.	
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 10: Employability skills

Mapped to DGT/VSQ/N0102, v 1.0

Terminal Outcomes:

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

Duration: *24:00*	**Duration:** *36:00*
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 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 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.

• 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:
White board/Chart papers, marker.
Tools, Equipment and Other Requirements
NIL

Module 11: Carry out analysis of packaging material used for food
Mapped to FIC/N7624 v 1.0

Terminal Outcomes:

- Discuss the importance of testing of packaging material and procedure followed
- Demonstrate how to conduct testing and prepare analysis report

Duration: *10:00*	**Duration**: *20:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the legislation, regulations, and standards to be followed for food packaging testing • List the oorganizational policy for reporting and documentation • List the procedure to set the testing facility including material, equipment, etc. • State kinds of packaging and its features, available - primary, secondary, and tertiary • State physical properties to be evaluated, i.e. bursting strength, thickness properties • List parameters to assess strength and toughness of material • State the significance of updating worksheets, reports, and maintaining backup records along with relevant signatures	• Demonstrate the standard procedures to conduct quality check during production of packaging materials • Check packaging material under different climatic hazards or atmospheric conditions • Demonstrate the effect of moisture and atmospheric conditions on material and compile its results • Show how to measure energy and water absorption by sample during different methods of analysis • Demonstrate the preparation of clear, accurate, and in-disputable records for reporting • Walk through how to analyse performance of self and identify gaps for improvement
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Different kinds of Packaging material, Tools and equipment, Standard Operating procedures, worksheets, reports structures, etc.	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
B.Sc or Graduate/B.Tech/BE	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, Milling technology or allied sector	4	Food processing	1	Food processing	

Trainer Certification	
Domain Certification	**Platform Certification**
"Food Analyst", "FIC/Q7607, V1.0", Minimum accepted score is 80%	"Trainer", "MEP/Q2601, V1.0" with a scoring of minimum 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training 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**
"Food Analyst", "FIC/Q7607, V1.0", Minimum accepted score is 80%	"Assessor", "MEP/Q2701, V1.0" with a scoring of minimum 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
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
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
VACCP	Vulnerability Assessment Critical Control Points
TACCP	Threat Assessment Critical Control Points
FSSAI	Food Safety and Standards Authority of India
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation