



Model Curriculum

QP Name: Food Packer

QP Code: FIC/Q7006

QP Version: 1.0

NSQF Level: 2

Model Curriculum Version: 1.0

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Training Parameters

Sector	Food Processing
Sub-Sector	Generic
Occupation	Packaging
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/Nil
Minimum Educational Qualification and Experience	1. 9th Grade pass OR 2. 8th Grade pass and pursuing continuous schooling OR 3. Grade 5 pass with 4 year relevant experience OR 4. Ability to read and write with 4 year relevant experience
Pre-Requisite License or Training	N/A
Minimum Job Entry Age	16 years
Last Reviewed On	15-02-2023
Next Review Date	15-08-2023
Version	1.0
NSQC Approval Date	15-02-2023
Model Curriculum Creation Date	12-01-2023
Model Curriculum Valid Upto Date	15-08-2023
Model Curriculum Version	1.0

Minimum Duration of the Course	210 Hours
Maximum Duration of the Course	210 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 a limited range of tasks such as stacking of equipment on production line, monitoring production, cleaning up etc.as per instructions and specifications provided.
- Understand and carry out safe working practice.
- Understand the importance of working safely in an industry.

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/N7024 Monitor packing machines for various processed food products NOS Version No.: 1.0 NSQF Level: 3	30:00 Hours	60:00 Hours	00:00Hours	00:00Hours	90:00 Hours
Module1: Introduction to Training Program and Overview of Food Processing Industry	02:00 Hours	00:00 Hours	00:00Hours	00:00Hours	02:00 Hours
Module 2: Monitor packing machines for various processed food products	28:00 Hours	60:00 Hours	00:00Hours	00:00Hours	88:00 Hours
FIC/N9002 Use basic health and safety practices at a food processing workplace NOS Version No.: 1.0 NSQF Level: 2	30:00 Hours	60:00 Hours	00:00Hours	00:00Hours	90:00 Hours

Module 3: Use basic health and safety practices at a Food processing workplace	30:00 Hours	60:00 Hours	00:00Hours	00:00Hours	90:00 Hours
DGT/VSQ/N0101 Employability Skills NOS Version No.: 1.0 NSQF Level: 2	12:00 Hours	18:00 Hours	00:00Hours	00:00Hours	30:00 Hours
Module 4: Employability Skills	12:00 Hours	18:00 Hours	00:00Hours	00:00Hours	30:00 Hours
Total Duration	72:00 Hours	138:00 Hours	00:00Hours	00:00Hours	210:00 Hours

Module Details

Module1: Introduction to Training Program and Overview of Food Processing Industry

Mapped to FIC/N7024 v1.0

Terminal Outcomes:

- Discuss in brief about food processing sector and its sub-sector
- Discuss about current and future market trends in food processing sector
- Discuss the roles & opportunities available in food processing industry

Duration: 02:00	Duration: 00:00
Theory–Key Learning Outcomes	Practical–Key Learning Outcomes
<ul style="list-style-type: none"> • Describe food processing and its sub-sectors • Discuss the future trends and career growth opportunities available in the food processing industry • Summarise the key roles and responsibilities of a Food Packer. • Discuss the role of organisational policies and procedures in the job. 	
Classroom Aids:	
Computer, Projection Equipment, Power Point Presentation and software, Facilitator’s Guide, Participant’s Handbook.	
Tools, Equipment and Other Requirements	
Nil	

Module 2: Monitor packing machines for various processed food products

Mapped to FIC/N7024, v1.0

Terminal Outcomes:

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

Duration: 28:00	Duration: 60:00
Theory–Key Learning Outcomes	Practical–Key Learning Outcomes
<ul style="list-style-type: none"> • Identify the food product to be packed and its specification in terms of quantity and quality. • List the types of packing materials to be used. • Identify the quantity and quality of packing material (such as sheets, boxes, cans, or rolls made of plastic, paper, cardboard, cloth or metal; bottles, etc) required as per the type of food product to be packed. • Explain the environmental requirements to be maintained as per the food product to be packed temperature, moisture, non-contamination, cleanliness and hygiene, ventilation, etc. • Explain the characteristics of non-standard output product. • Discuss the various discrepancies, non-standard output, problems observed in the process. • State the importance of reporting to the supervisor immediately to ensure immediate resolution of the problem. • State the importance of complying with relevant legislations for food processing and packaging such as Food Safety and Standards Act, 2006 - Packaging and Labeling Regulations, relevant HACCP 	<ul style="list-style-type: none"> • Roleplay a situation on how to obtain packing specifications from authorized source e.g. supervisor, team lead, ERP system, etc. • Show how to check the food product to be packed to confirm it is suitable as per specifications. • Show how to inspect the packing material as per the job specification received, desired quantity and quality. • Wear appropriate personal protective equipment as per type of task to be performed. • Perform tasks such as loading, positioning, or feeding the food product in the packing machine as per manufacturers' guidelines and packing specifications. • Demonstrate using of appropriate personal protective equipment (PPE). • Apply standard practices to control the operating parameters while packing the food products. • Show how to check a sample of the packed food product to ensure it is as per specifications.

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| <ul style="list-style-type: none"> • guidelines, relevant ISO 22000 guidelines, regulations with respect to the food item being packed, etc. | <ul style="list-style-type: none"> • Monitor the equipment performance and packing production line to identify any discrepancy in operating conditions. • Perform integrity testing on the packed items as per operational guidelines. • Roleplay a situation on how to report the discrepancies identified to the supervisor or maintenance staff as per operational guidelines. • Perform tasks in adherence with workplace procedures, taking all safety and hygiene related precautions. • Show how to inspect for non-standard output product by visually. • Perform segregation and labelling of the non-standard materials and packages which do not meet the specifications. |
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Classroom Aids:

Laptop, white board, marker, chart papers, projector, trainer's guide and student handbooks
 Computer, Projection Equipment, Power Point Presentation and software, Facilitator's Guide,

Tools, Equipment and Other Requirements

Coats and aprons; ear plugs or muffs; eye and facial protection; head-wear; lifting assistance; mesh aprons; protective boot covers; protective hand and arm covering ; protective head and hair covering; work uniforms; safety and waterproof footwear, containers, utensils, hand tools, lifting aids, stacking equipment, processing unit, conveyor and processing belts

Module 3: Use basic health and safety practices at a food processing workplace

Mapped to FIC/N9002 v1.0

Terminal Outcomes:

- Define methods of accident prevention in the work environment of the job role
- Demonstrate handling all food and related materials 'safely using correct procedures
- Demonstrate rescue techniques applied during hazard

Duration: 30:00	Duration: 60:00
Theory–Key Learning Outcomes	Practical–Key Learning Outcomes
<ul style="list-style-type: none"> • Define workplace safety procedures • Define methods of accident prevention in the work environment • Discuss how to participate in emergency procedures. • Describe various rescue techniques • Explain managing hazards at different food industries • 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 • State the importance of storing food at specified temperature. • Discuss the importance of sanitising self and the work area safely and appropriately 	<ul style="list-style-type: none"> • 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. • 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:	
Laptop, whiteboard, marker, chart papers, projector, trainer's guide, business plan and student handbook.	
Tools, Equipment and Other Requirements	

Coats and aprons; ear plugs or muffs; eye and facial protection; head-wear; lifting assistance; mesh aprons; protective boot covers; protective hand and arm covering; protective head and hair covering; work uniforms; safety and water proof foot wear, containers, utensils, hand tools, lifting aids, stacking equipment, processing unit, conveyor and processing belts.

Module 4: 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.

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Outline the importance of Employability Skills for the current job market and future of work. • List different learning and employability related GOI and private portals and their usage. • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen. • Discuss 21st century skills. • Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. • Identify well-defined short- and long-term goals. 	<ul style="list-style-type: none"> • Research and prepare a note on different industries, trends, required skills and the available opportunities. • Demonstrate how to practice different environmentally sustainable practices. • Create a pathway for adopting a continuous learning mindset for personal and professional development. • Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone. • Read and understand text written in basic English. • Write a short note/paragraph / letter/e -mail using correct basic English. • Create a career development plan. • Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. • Role play a situation on how to work collaboratively with others in a team. • Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD.

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| <ul style="list-style-type: none"> • Explain the importance of communication etiquette including active listening for effective communication. • Discuss the significance of escalating sexual harassment issues as per POSH act. • Discuss various financial institutions, products, and services. • Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deduction. • Discuss the legal rights, laws, and aids. • Describe the role of digital technology in day-to-day life and the workplace. • Discuss the significance of displaying responsible online behavior while using various social media platforms. • Explain the types of entrepreneurship and enterprises. • Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan. • Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement. • Discuss various tools used to collect customer feedback. • Discuss the significance of maintaining hygiene and dressing appropriately. • Discuss the significance of maintaining hygiene and dressing appropriately for an interview. • List the steps for searching and registering for apprenticeship opportunities. | <ul style="list-style-type: none"> • Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement. • Calculate income and expenditure for budgeting • Demonstrate how to operate digital devices and use the associated applications and features, safely and securely • Demonstrate how to connect devices securely to internet using different means • Create an e-mail id and follow e- mail etiquette to exchange e -mails. • Show how to create documents, spreadsheets and presentations using appropriate applications. • Create a sample business plan, for the selected business opportunity. • Demonstrate how to identify customer needs and respond to them in a professional manner. • Draft a professional Curriculum Vitae (CV). • Use various offline and online job search sources to find and apply for jobs. • Role play a mock interview. |
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<ul style="list-style-type: none"> • Explain the significance of identifying customer needs and addressing them • Discuss the significance of maintaining hygiene and dressing appropriately • Discuss the significance of dressing up neatly and maintaining hygiene for an interview • Discuss how to search and register for apprenticeship opportunities 	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
N/A	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma /certificate course	Food Technology /Food Engineering / Home science or allied sector	4		1		
B.Sc./B. Tech/BE	Food Technology or Food Engineering	2		1		
M.Sc./M. Tech/ME	Food Technology or Food Engineering	1		1		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Food Packer" mapped to QP: "FIC/Q7006, 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". 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	
Diploma /certificate course	Food Technology / Food Engineering / Home science or allied sector	5		2		
B.Sc./B. Tech/BE	Food Technology or Food Engineering	3		2		
M.Sc./M. Tech/ME	Food Technology or Food Engineering	2		1		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Food Packer" mapped to QP: "FIC/Q7006, v1.0". Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701". Minimum acceptedscoreasperMEPSCguidelinesis80%.

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. ThereineachPerformanceCriteria 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 banks 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 me assured 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 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 psycho motor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

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