



# Model Curriculum

**QP Name: Food Handler**

**QP Code: FIC/Q9012**

**QP Version: 1.0**

**NSQF Level: 2**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Production
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/9312.0100
<b>Minimum Educational Qualification and Experience</b>	1. Ability to read and write
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	16 years
<b>Last Reviewed On</b>	31/01/2024
<b>Next Review Date</b>	30/01/2027
<b>Version</b>	1.0
<b>NSQC Approval Date</b>	31/01/2024
<b>Model Curriculum Creation Date</b>	12-12-2023
<b>Model Curriculum Valid Upto Date</b>	30/01/2027
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	210 Hours
<b>Maximum Duration of the Course</b>	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
<b>FIC/N9032 Oversee the mechanized assembly line for processed food items</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 2</b>	<b>30:00</b> Hours	<b>60:00</b> Hours	<b>00:00</b> Hours	<b>00:00</b> Hours	<b>90:00</b> 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 the food production on a mechanized production line	28:00 Hours	60:00 Hours	00:00Hours	00:00Hours	88:00 Hours
<b>FIC/N9902 Use basic health and safety practices at a food processing workplace</b> <b>NOS Version No.: 2.0</b> <b>NSQF Level: 2</b>	<b>30:00</b> Hours	<b>60:00</b> Hours	<b>00:00</b> Hours	<b>00:00</b> Hours	<b>90:00</b> 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
<b>DGT/VSQ/N0101 Employability Skills NOS Version No.: 1.0 NSQF Level: 2</b>	<b>12:00 Hours</b>	<b>18:00 Hours</b>	<b>00:00Hours</b>	<b>00:00Hours</b>	<b>30:00 Hours</b>
Module 4: Employability Skills	12:00 Hours	18:00 Hours	00:00Hours	00:00Hours	30:00 Hours
<b>Total Duration</b>	<b>72:00 Hours</b>	<b>138:00 Hours</b>	<b>00:00Hours</b>	<b>00:00Hours</b>	<b>210:00 Hours</b>

# Module Details

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

*Mapped to FIC/N9032 v1.0*

### Terminal Outcomes:

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

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

## Module 2: Monitor the food production on a mechanized production line

### Mapped to FIC/N9032 v1.0

#### Terminal Outcomes:

- Discuss the steps to be followed to monitor the food production line
- Demonstrate the process as per SOP

<b>Duration: 28:00</b>	<b>Duration: 60:00</b>
<b>Theory–Key Learning Outcomes</b>	<b>Practical–Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe how to identify and pick out unacceptable/distorted stacking or food carrying equipment from the conveyer belt to ensure quality maintenance.</li> <li>• Define how to conduct performance check of equipment to maintain effective operating condition.</li> <li>• Define how to monitor various food product pieces passing to confirm that all the items pass through the conveyor belt as per the allotted process.</li> <li>• Identify and report variation/technical issues in operating condition.</li> <li>• Identify anomalies/ variations in operating system and report the issue to the concerned authorised person immediately.</li> <li>• Identify the appropriate method to shut down the operating system following.</li> <li>• Identify and pick out non-conforming product pieces passing through the conveyer belt.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of appropriate personal protective equipment (PPE) against hazards associated with production as per occupational health and safety guidelines.</li> <li>• Demonstrate the procedure to clean the equipment for carrying the food items in various stages of processing properly.</li> <li>• Demonstrate the SOP to be carried out for monitoring various mechanized production lines</li> <li>• Demonstrate inspecting of machines pre and post-production procedures</li> </ul>

**Classroom Aids:**

Laptop, white board, marker, chart papers, projector, trainer's guide, business plan and student manual.

**Tools, Equipment and Other Requirements**

Coats and aprons; ear plugs or muffs; eye and facial protection; head-wear; lifting assistance; meshaprons; 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

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

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.

<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>• Outline the importance of Employability Skills for the current job market and future of work.</li> <li>• List different learning and employability related GOI and private portals and their usage.</li> <li>• 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.</li> <li>• Discuss 21st century skills.</li> <li>• 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.</li> <li>• Identify well-defined short- and long-term goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and prepare a note on different industries, trends, required skills and the available opportunities.</li> <li>• Demonstrate how to practice different environmentally sustainable practices.</li> <li>• Create a pathway for adopting a continuous learning mindset for personal and professional development.</li> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone.</li> <li>• Read and understand text written in basic English.</li> <li>• Write a short note/paragraph / letter/e -mail using correct basic English.</li> <li>• Create a career development plan.</li> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>• Role play a situation on how to work collaboratively with others in a team.</li> <li>• Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD.</li> </ul>

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| <ul style="list-style-type: none"> <li>• Explain the importance of communication etiquette including active listening for effective communication.</li> <li>• Discuss the significance of escalating sexual harassment issues as per POSH act.</li> <li>• Discuss various financial institutions, products, and services.</li> <li>• Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deduction.</li> <li>• Discuss the legal rights, laws, and aids.</li> <li>• Describe the role of digital technology in day-to-day life and the workplace.</li> <li>• Discuss the significance of displaying responsible online behavior while using various social media platforms.</li> <li>• Explain the types of entrepreneurship and enterprises.</li> <li>• Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li> <li>• Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li> <li>• Discuss various tools used to collect customer feedback.</li> <li>• Discuss the significance of maintaining hygiene and dressing appropriately.</li> <li>• Discuss the significance of maintaining hygiene and dressing appropriately for an interview.</li> <li>• List the steps for searching and registering for apprenticeship opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement.</li> <li>• Calculate income and expenditure for budgeting</li> <li>• Demonstrate how to operate digital devices and use the associated applications and features, safely and securely</li> <li>• Demonstrate how to connect devices securely to internet using different means</li> <li>• Create an e-mail id and follow e- mail etiquette to exchange e -mails.</li> <li>• Show how to create documents, spreadsheets and presentations using appropriate applications.</li> <li>• Create a sample business plan, for the selected business opportunity.</li> <li>• Demonstrate how to identify customer needs and respond to them in a professional manner.</li> <li>• Draft a professional Curriculum Vitae (CV).</li> <li>• Use various offline and online job search sources to find and apply for jobs.</li> <li>• Role play a mock interview.</li> </ul> |
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- 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 Handler" mapped to QP: "FIC/Q9010, v2.0". Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer" (VET & SKILLS), mapped to the Qualification Pack: "MEP/Q2601", V.2. Minimum accepted SCORE IS 80 % as per SSC guidelines.

## 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 Handler" mapped to QP: "FIC/Q9010, v2.0". Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor" (VET & SKILLS), mapped to the Qualification Pack: "MEP/Q2701", V-2. The minimum accepted SCORE IS 80 % as per SSC guidelines.

## Assessment Strategy

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

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

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

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

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

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. ThereineachPerformanceCriteriaaintheNOSwillbeassignedmarksfortheoryand/orpractical based on relative importance and criticality of function.

This will facilitate the 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 the final assessment:

- i. Written Test: This will comprise of (i) True/False Statements (ii) Multiple Choice Questions (iii) Matching Type Questions. An 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 the candidate's aptitude, attention to detail, quality consciousness, etc. The end product will be 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 behavioral 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 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 psycho motor 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
HACCP	Hazard Analysis and Critical Control Points
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices