



Model Curriculum

QP Name: Internal Auditor - Food Processing

QP Code: FIC/Q7608

QP Version: 1.0

NSQF Level: 6

Model Curriculum Version: 1.0

Food Industry Capacity and Skill Initiative (FICSI)
Shriram Bhartiya Kala Kendra (3rd Floor)
1, Copernicus Marg, New Delhi 110001
Phone: 9711260230

Table of Contents

Training Parameters.....	3
Program Overview	4
Training Outcomes.....	5
Compulsory Modules.....	5
Module Details.....	6
Module 1: Introduction to food processing sector and the job of a ‘Internal Food Auditor’.....	6
Module 2: Identify, evaluate, and control food safety hazards.....	7
Module 3: Conduct food safety audits.....	8
Module 4: Introduction to Employability Skills.....	10
Module 5: Constitutional values - Citizenship	11
Module 6: Becoming a Professional in the 21st Century.....	12
Module 7: Basic English Skills.....	13
Module 8: Career Development & Goal Setting.....	14
Module 9: Communication Skills.....	15
Module 10: Diversity & Inclusion.....	16
Module 11: Financial and Legal Literacy.....	17
Module 12: Essential Digital Skills.....	18
Module 13: Entrepreneurship.....	19
Module 14: Customer Service.....	20
Module 15: Getting ready for apprenticeship & Jobs.....	21
Annexure.....	22
Trainer Requirements	22
Assessor Requirements.....	23
Assessment Strategy	24
References	25
Glossary.....	25
Acronyms and Abbreviations.....	27

Training Parameters

Sector	Food Processing
Sub-Sector	Multi-Sectoral
Occupation	Quality Analysis/ Assurance
Country	India
NSQF Level	6
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	Completed 3-year UG degree program after 12 with 1 year experience OR Pursuing 4th year UG (in case of 4-year UG with honors/ honors with research) OR 12th grade pass with 4 years relevant experience OR Previous relevant qualification of NSQF Level 5.5 with 1.5 years of relevant experience OR Previous relevant qualification of NSQF Level 5 with 3 years of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	21 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	10/09/2022
Model Curriculum Valid Up to Date	17/11/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	600 Hours
Maximum Duration of the Course	600 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 various tasks to identify and evaluate food safety hazards.
- Demonstrate ways to control food safety hazards.
- Perform various tasks to conduct food safety audits.
- Demonstrate ways to audit reports.
- Perform various tasks to compile audit results
- Demonstrate ways to prepare reports.
- Apply necessary health and safety practices to ensure food safety and personal hygiene
- Work with various organisational departments effectively

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/N7625: Identify, evaluate, and control food safety hazards NOS Version No.: 1.0 NSQF Level: 6	30:00	60:00	30:00	00:00	120:00
Module 1: Introduction to food processing sector and the job of a “Internal Auditor – Food Processing”	05:00	00:00	00:00	00:00	05:00
Module 2: Identify, evaluate, and control food safety hazards	25:00	60:00	30:00	00:00	115:00
FIC/N7626: Conduct food safety audits NOS Version No.: 1.0 NSQF Level: 5	120:00	180:00	90:00	00:00	390:00
Module 3: Conduct food safety audits	120:00	180:00	90:00	00:00	390:00
DGT/VSQ/N0103 - Employability Skills (90 hours) NOS Version No. – 1.0 NSQF Level – 5	36:00	54:00	00:00	00:00	90:00
Module 4: Introduction to Employability Skills	1:00	2:00	00:00	00:00	3:00

Module 5: Constitutional values - Citizenship	0.5:00	1:00	00:00	00:00	1.5:00
Module 6: Becoming a Professional in the 21st Century	2:00	3:00	00:00	00:00	5:00
Module 7: Basic English Skills	4:00	6:00	00:00	00:00	10:00
Module 8: Career Development & Goal Setting	1.5:00	2.5:00	00:00	00:00	4:00
Module 9: Communication Skills	4:00	6:00	00:00	00:00	10:00
Module 10: Diversity & Inclusion	1:00	1.5:00	00:00	00:00	2.5:00
Module 11: Financial and Legal Literacy	4:00	6:00	00:00	00:00	10:00
Module 12: Essential Digital Skills	8:00	12:00	00:00	00:00	20:00
Module 13: Entrepreneurship	3:00	4:00	00:00	00:00	7:00
Module 14: Customer Service	4:00	5:00	00:00	00:00	9:00
Module 15: Getting ready for apprenticeship & Jobs	3:00	5:00	00:00	00:00	8:00
Total Duration	186:00	294:00	120:00	00:00	600:00

Module Details

Module 1: Introduction to food processing sector and the job of a 'Internal Auditor – Food Processing' Mapped to FIC/N7625, v1.0

Terminal Outcomes:

- State the importance of an Internal Auditor in a food processing industry.
- Discuss the roles and responsibilities of an Internal Auditor in a food processing industry.

Duration: 05:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the roles and responsibilities of a Internal Auditor in a food processing industry. • Discuss the future trends and career growth opportunities available to an Internal Auditor. • Discuss the significance of an Internal Food Auditor to ensure smooth operations in the food processing industry. • List various technical activities that are performed in the job. • List the various terminologies used in carrying out technical activities in food processing industry. • Discuss the organisational policies to be followed pertaining to the delivery standards, health, safety and hazard handling procedures, integrity, dress code, etc. 	<ul style="list-style-type: none"> •
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator’s Guide, Participant’s Handbook.	
Tools, Equipment and Other Requirements	
Nil	

Module 2: Identify, evaluate, and control food safety hazards

Mapped to FIC/N7625, v1.0

Terminal Outcomes:

- Perform various tasks to identify and evaluate food safety hazards.
- Demonstrate ways to control food safety hazards.

Duration: 25:00	Duration: 60:00
Theory – Key Learning Outcomes <ul style="list-style-type: none"> • Describe basic concept of food safety and hygiene • Discuss food safety and hygiene standards followed • List food safety standards and regulations (as per FSSAI) • Discuss the severity and probability of occurrence of hazards in the processes • List biological, chemical, and physical hazards in a food industry • Describe hazard analysis and critical control point (HACCP) • Discuss ways to identify various quality critical control points of food manufacturing process • Elaborate ways to review and analyse food safety procedures for errors and improvements • List corrective actions for common errors in food manufacturing process • List personal hygiene practices required to eliminate or reduce food safety hazards • Describe various issues that can arise during production and other processes as faced by team • Describe process of root cause analysis. • List the documentation and records need to maintain regarding analysis work performed 	Practical – Key Learning Outcomes <ul style="list-style-type: none"> • Apply appropriate ways to identify biological, intrinsic and extrinsic chemical food safety hazards. • Show how to identify allergenic food safety hazards that could present a risk in the food at the point of consumption • Apply appropriate ways to assess and determine risk level and control requirements • Apply appropriate ways to assess physical food safety hazards that present a risk in food to determine control requirements • Show how to establish processing hazards and related control measures and process critical limits • Demonstrate how to validate processing hazards that can be present and related control measures and critical limits on the shop floor • Apply appropriate ways to monitor and record requirements to eliminate or reduce food safety hazards to acceptable levels • Show how to determine food storage and handling requirements necessary to eliminate or reduce food safety hazards • establish cleaning and sanitation, housekeeping and pest control practices and procedures required to prevent or reduce food safety hazards • Show how to develop other prerequisite programs to eliminate or reduce food safety hazards to acceptable levels.
Classroom Aids: Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator’s Guide, Participant’s Handbook	
Tools, Equipment and Other Requirements Safety gloves, Face mask, Safety shoes, Safety hat, Apron, Sample documents, chemicals, glassware, consumables, equipment spares, equipment, tools	

Module 3: Conduct food safety audits

Mapped to FIC/N7626, v1.0

Terminal Outcomes:

- Perform various tasks to conduct food safety audits.
- Demonstrate ways to audit reports.

Duration: 120:00	Duration: 180:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List applicable Food Safety and Standards Act'2006 (FSSA) and its regulations • Describe food safety management system implemented in the premises • Describe HACCP, GHP, GMP, PRPs, oPRPs and CCPs • List standard operating procedures and food safety regulations published by FSSAI • List requirement of relevant documents and records necessary to conduct audits • List control documents and formats for audits • Discuss importance of communication with food safety team members and should be able to understand the team work • Describe the concept of root cause analysis (RCA), Corrective actions and preventive actions (CAPA) • List protocols of a food safety auditor • List the necessary tools used by an auditor • Describe regulatory requirements of products and organizational standards for products and manufacturing • List resource, personnel and reporting requirements during an audit. • Describe audit follow-up and completion procedures. • Discuss the need of maintaining definition and levels of non-conformity and related reporting responsibilities are identified as consistent with legislative requirements and client requirements • Describe stages and activities of the audit process • Discuss the importance of audits address audit scope and are conducted within time and resource constraints to meet quality and professional standards • Elaborate ways to analyse audit results • Discuss ways to prepare audit reports • Discuss ways to present report to concerned person 	<ul style="list-style-type: none"> • Show how to identify audit scope and define the extent of the audit to meet legislative and audit client requirements • Apply appropriate ways to identify evidence required to address audit scope and criteria, and select appropriate collection methods • Apply appropriate ways to review food safety management system documents to determine adequacy for the purposes of the audit • Prepare a sample audit plan that includes definitions and levels of non-conformity to meet the audit scope • Show how to identify audit timing, activities and responsibilities for the audit • Show how to establish communication protocols to facilitate the effective exchange of information and suited to the auditee environment • Apply appropriate ways to communicate information on the audit scope and methodology in an effective and timely manner • Show how to review methods used by the food business to carry out preliminary work • Apply appropriate ways to identify and evaluate evidence used by the food business to support identification of control measures and establish control limits to determine adequacy and relevance • Show how to review methods used by the food business to control hazards and determine corrective action • Apply appropriate ways to collect evidence to confirm that the documented food safety policies and procedures are working effectively • Apply appropriate ways to monitor audit progress against the audit plan, and identify and address any variation to plan

<ul style="list-style-type: none"> List corrective actions required to deal with non-conformance 	<ul style="list-style-type: none"> Apply appropriate ways to negotiate circumstances requiring the audit plan to be adjusted in a timely manner Show how to review the audit process to identify opportunities for improvement Apply appropriate ways to monitor and verify implementation and effectiveness of corrective actions Apply appropriate ways to compare results of the audit evaluation against audit objectives and criteria plan Show how to provide objective evidence relating to the need for reduction, elimination and prevention of non-conformance as the basis for the audit report Prepare a sample audit report according to specified audit requirements Apply appropriate ways to present audit report to auditee and other stakeholders Show how to determine and initiate any corrective action required to deal with non-conformance, in consultation with auditee Ensure timelines are agreed on for completion of corrective action activities Ensure corrective action follow-up procedures are agreed with auditee Apply appropriate ways to evaluate effectiveness and suitability in achieving audit objectives Apply appropriate ways to investigate possible improvements in audit methods, economy and efficiency
<p>Classroom Aids:</p>	
<p>Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator’s Guide, Participant’s Handbook</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Safety gloves, Face mask, Safety shoes, Safety hat, Apron, Sample documents</p>	

Module 4: Introduction to Employability Skills

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

Duration: 1:00	Duration: 2:00
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 	<ul style="list-style-type: none"> • List different learning and employability related GOI and private portals and their usage • Research and prepare a note on different industries, trends, required skills and the available opportunities
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 5: Constitutional values - Citizenship

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

Duration: 0.5:00	Duration: 1:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. 	<ul style="list-style-type: none"> • Practice different environmentally sustainable practices
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 6: Becoming a Professional in the 21st Century

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate professional skills required in 21st century

Duration: 2:00	Duration: 3:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss 21st century skills required for employment 	<ul style="list-style-type: none"> • 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 • Create a pathway for adopting a continuous learning mindset for personal and professional development
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 7: Basic English Skills

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Practice basic English speaking.

Duration: 4:00	Duration: 6:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe basic communication skills • Discuss ways to read and interpret text written in basic English 	<ul style="list-style-type: none"> • 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
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 8: Career Development & Goal Setting

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills.

Duration: 1.5:00	Duration: 2.5:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify well-defined short- and long-term goals 	<ul style="list-style-type: none"> • Create a career development plan
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 9: Communication Skills

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Practice basic communication skills.

Duration: 4:00	Duration: 6:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of communication etiquette including active listening for effective communication 	<ul style="list-style-type: none"> • Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette • Write a brief note/paragraph on a familiar topic • Role play a situation on how to work collaboratively with others in a team
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 10: Diversity & Inclusion

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Describe PwD and gender sensitisation.

Duration: 1:00	Duration: 1.5:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of reporting sexual harassment issues in time 	<ul style="list-style-type: none"> • Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 11: Financial and Legal Literacy

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

Duration: 4:00	Duration: 6:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various financial institutions, products, and services • Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions • Discuss the legal rights, laws, and aids 	<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
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 12: Essential Digital Skills

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

Duration: 8:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Follow the dos and don'ts of cyber security to protect against cyber crimes • 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 • Utilize virtual collaboration tools to work effectively
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 13: Entrepreneurship

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Describe opportunities as an entrepreneur.

Duration: 3:00	Duration: 4:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Create a sample business plan, for the selected business opportunity
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 14: Customer Service

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of maintaining customer.

Duration: 4:00	Duration: 5:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Classify different types of customers • Discuss various tools used to collect customer feedback • Discuss the significance of maintaining hygiene and dressing appropriately 	<ul style="list-style-type: none"> • Demonstrate how to identify customer needs and respond to them in a professional manner
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Module 15: Getting ready for apprenticeship & Jobs

Mapped to DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

Duration: 3:00	Duration: 5:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> 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"> 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
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification <i><Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.></i>	Specialization <i><Specify the areas of specialization that are desirable.></i>	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Sc or Graduate/B.Tech/BE	Food Technology or Food Engineering	5	Audit/Quality assurance Or Food processing	2	Audit/Quality assurance Or Food processing	
M.Sc/M.Tech/ME	Food Technology or Food Engineering	3	Audit/Quality assurance Or Food processing	1	Audit/Quality assurance Or Food processing	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Internal Auditor – Food Processing” mapped to QP: “FIC/Q7608, 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 <i><Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.></i>	Specialization <i><Specify the areas of specialization that are desirable.></i>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Sc or Graduate/B.Tech/BE	Food Technology or Food Engineering	4	Audit/Quality assurance Or Food processing	2	Audit/Quality assurance Or Food processing	
M.Sc/M.Tech/ME	Food Technology or Food Engineering	2	Audit/Quality assurance Or Food processing	1	Audit/Quality assurance Or Food processing	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Internal Auditor – Food Processing” mapped to QP: “FIC/Q7608, 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 accepted score as per MEPSC guidelines is 80%.

Assessment Strategy

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

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

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

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

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

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Therein each Performance Criteria in the NOS will be assigned marks for theory and / or practical based on relative importance and criticality of function.

This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets / question bank so created by the Assessment Agency will be validated by the industry subject matter experts through FICSI, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

The following tools are proposed to be used for final assessment:

- I. **Written Test:** This will comprise of
 - a. True / False Statements
 - b. Multiple Choice Questions
 - c. Matching Type QuestionsOnline 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
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation
ETP	Effluent Treatment Plant