



Model Curriculum

QP Name: Small Food Business Operator

QP Code: FIC/Q9702

QP Version: 1.0

NSQF Level: 2

Model Curriculum Version: 1.0

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

Table of Contents

Training Parameters	3
Program Overview	4
Compulsory Modules	4
Module Details.....	7
Module 1: Introduction to food processing sector and the job role	7
Module 2: Ensuring food safety and personal hygiene	8
Module 3: Managing accidents and emergencies	10
Module 4: Evaluate and develop entrepreneur skills.....	12
Module 5: Arrange for Vending Requirements	14
Module 6: Load the Cart and Travel to Vending Location	16
Module 7: Set the Cart to Cook and Serve the Food	18
Module 8: Perform the Activities to End the Day’s Business.....	20
Module 9 : Employability skills.....	23
Annexure	25
Trainer Requirements.....	27
Assessor Requirements	28
Assessment Strategy	29
Glossary.....	30
Acronyms and Abbreviations.....	31

Training Parameters

Sector	Food Processing
Sub-Sector	Generic
Occupation	Food Sales and Retail Operations
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	8th Grade pass OR Grade 5 pass with 3 years of relevant experience OR Ability to read and write with 5 years of relevant experience OR Previous relevant Qualification of NSQF Level 2 with 6 months of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 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	31/09/2022
Model Curriculum Valid Up to Date	17/11/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	300 Hours
Maximum Duration of the Course	300 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 tasks to prepare for selling different types of food products
- Address customer issues effectively and assist them in buying a specific food product
- Apply necessary health and safety practices to ensure food safety and personal hygiene
- Work with various organisational departments effectively
- Use resources at the workplace optimally

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/N9901: Implement health and safety practices at the workplace NOS Version No.: 1.0 NSQF Level: 3	10:00 Hours	20:00 Hours	00:00 Hours	00:00 Hours	30:00 Hours
Module 1: Introduction to food processing sector and the job role	02:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	02:00 Hours
Module 2: Ensuring food safety and personal hygiene	04:00 Hours	10:00 Hours	00:00 Hours	00:00 Hours	14:00 Hours
Module 3: Managing accidents and emergencies	04:00 Hours	10:00 Hours	00:00 Hours	00:00 Hours	14:00 Hours
FIC/N9005	30:00 Hours	60:00 Hours	00:00 Hours	00:00 Hours	90:00 Hours

Evaluate and develop entrepreneurship skills NOS Version No.: 2.0 NSQF Level: 4					
Module 4: Evaluate and develop entrepreneur skills	30:00 Hours	60:00 Hours	00:00 Hours	00:00 Hours	90:00 Hours
THC/N3009 – Prepare for Food Vending Operations NOS Version No. 2.0 NSQF Level 4	30:00	60:00	00:00	00:00	90:00
Module 5: Arrange for Vending Requirements	30:00	60:00	00:00	00:00	90:00
THC/N3010 – Sell Food to Customers at Vending Location NOS Version No. 2.0 NSQF Level 4	20:00	40:00	00:00	100:00	60:00
Module 6: Load the Cart and Travel to Vending Location	10:00	20:00	00:00	00:00	30:00
Module 7: Set the Cart to Cook and Serve the Food	05:00	10:00	00:00	00:00	15:00
Module 8: Perform the Activities to End the Day's Business	05:00	10:00	00:00	00:00	15:00
DGT/VSQ/N0101 Employability Skills NOS Version No.: 1.0 NSQF Level: 2	12:00 Hours	18:00 Hours	00:00 Hours	00:00 Hours	30:00 Hours
Module 9: Employability skills	12:00 Hours	18:00 Hours	00:00 Hours	00:00 Hours	30:00 Hours
Total Duration	102:00 Hours	198:00 Hours	00:00 Hours	00:00 Hours	300:00 Hours

Module Details

Module 1: Introduction to food processing sector and the job role

Mapped to FIC/N9901, v 1.0

Terminal Outcomes:

- Describe the food business and retail industry in brief
- Discuss the career opportunities available within the food business and food retail industry

Duration: 02:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the size and scope of the food businesses and food retail industry. • Discuss the future trends and career growth opportunities available in food business and retail industry. • Summarise the key roles and responsibilities of 'Petty Food Business Operator'. • List the various terminologies used in food business and retail industry. • Discuss the various organisational procedures and processes for selling food products and maintaining associated facilities for storing them in a retail environment. • Discuss the organisational policies on delivery standards, health, safety and hazard handling procedures, integrity, dress code, etc. 	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Nil	

Module 2: Ensuring food safety and personal hygiene

Mapped to FIC/N9901, v 1.0

Terminal Outcomes:

- Explain the ways to ensure food safety and personal hygiene at the workplace
- Demonstrate the steps to be followed for implementing good hygiene and manufacturing practices

Duration: 04:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<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. • 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.

- Recall the ways to store the sanitising materials appropriately.

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 coats eye protection, hard hats, gloves, rubber boots, etc.

Module 3: Managing accidents and emergencies

Mapped to FIC/N9901, v 1.0

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: 04:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

- 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 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 4: Evaluate and develop entrepreneurship skills

Mapped to FIC/N9005 v1.0

Terminal Outcomes:

- Define the requirements of skilled entrepreneur e.g., capability to start business, develop business, manage an organization, manage time, handle different people.

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Define the requirements of skilled entrepreneur e.g. capability to start business, develop business, manage an organization, manage time, handle different people (customers, vendors, government officials, bankers, consultants, etc),make independent and clear. Discuss how to choose the right product based on strengths, potential, capability, market demand, profitability, personal preferences. Explain the procedure to review market demands based on competitors, customers, market requirements, current market status etc. Define the knowledge and technical skills acquired by entrepreneur. 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. 	<ul style="list-style-type: none"> 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. Show how to conduct market surveys to understand market trend, market needs, opportunities, competition. Display the skills required for distribution, sales and marketing. Display the skills required for business planning. Perform tasks for FSSAI registration and licensing

- 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
- 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
- Understand the FSSAI registration and licensing requirements

Classroom Aids:

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator’s Guide, Participant’s Handbook.

Tools, Equipment and Other Requirements

Nil

Module 5: Arrange for Vending Requirements

Mapped to THC/N3009 v 2.0

Terminal Outcomes:

- Apply appropriate practices to decide the vending location
- Describe the procedure to arrange for the cart, equipment and other resources for the vending operations
- Perform the activities to create the menu and price the menu items

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the factors to be considered for deciding the vending location and its importance for profitable business • Elaborate the procedure to conduct market survey and competitor analysis • Explain FSSAI, HACCP and ISO 22000 standard protocols related to Food production, Food safety and quality standards • Discuss various state and local regulatory requirements related to food vending operations and their significance • Elaborate the types of cooking and serving equipment required for food vending operations, like stove, oven, utensil, crockery, cutlery, commercial cylinders, etc. • Elaborate different strategies to determine the price of the food items • Explain the features of the vending locations for profitable business • Elaborate minimum wage policy and compensation rules • Discuss the procedure of resource planning for vending operations 	<ul style="list-style-type: none"> • Employ proper inspection methods to survey the location from different aspects (like, customer accessibility, security, cleanliness, sources of water, customers' profile, competitors, etc.) for profitable business • Employ appropriate ways to customize the vending cart as per the business requirements • Demonstrate the procedure of vending cart registration • Show how to arrange and operate various equipment required for food vending operations • Prepare a sample menu for the food items to be sold • Employ proper techniques to determine the price of various food items • Apply appropriate practice to determine the human resource requirement for vending operations
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Different types of Carts pictures , Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Survey register, Stove, Ovens, Commercial Cylinder, Utensil, Crockery, Cutlery	

Module 6: Load the Cart and Travel to Vending Location

Mapped to THC/N3010 v 2.0

Terminal Outcomes:

- Explain the procedure to load the vending cart with food, equipment, and other essentials
- Discuss the importance of carrying out the food vending cart safely

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of maintaining cleanliness and hygiene of the cart and vending equipment, utensils, crockery, etc. • Explain the methods of packing and storing various pre-cooked/semi-cooked food items and condiments as well as beverages to be sold on the cart • Explain the importance of loading potable water, first-aid kit, and waste disposal unit on the cart • Discuss the importance of planning the route to travel with the cart • Describe local and state-specific traffic rules and regulations • Explain the significance of parking the cart properly 	<ul style="list-style-type: none"> • Employ appropriate practices to clean and sanitize the cart, utensils and other vending tools, equipment, etc. • Show how to pack and store various food items and condiments to keep them fresh and leakage proof • Apply appropriate practices to ensure adherence to the traffic rules while relocating the cart
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	
Water dispenser, Utensils Duster, Cooking furnace, Cart, Cleaning detergent and chemicals	

Module 7: Set the Cart to Cook and Serve the Food

Mapped to THC/N3010 v 2.0

Terminal Outcomes:

- Perform the tasks of maintaining professional etiquette at the workplace
- Describe the ways of setting up the sitting area near the vending cart
- Explain the procedure to prepare and serve different food items
- Apply appropriate practices to collect the payment from the customers

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Outline the importance and procedure of maintaining cleanliness of work area • Explain the importance of maintaining the quality standards of different food ingredients and other items • Describe various techniques to attract the customers, such as proper placing of banners, plating of prepared food, displaying the menu, etc. • Discuss the importance of communication etiquette and body language while greeting the customers, taking orders from them, and serving the ordered food items to them • Elaborate different types of menus served in vending cart • Elaborate various types of ingredients required for various dishes, their characteristics, and functions • Explain basic food preparation techniques (marinating, chopping, slicing, etc.) and cooking methods (boiling, frying, grilling, etc.) • Explain recipes of different food items and appropriate methods to serve the food to the customers • Discuss the techniques of cash management 	<ul style="list-style-type: none"> • Demonstrate how to maintain the cleanliness and hygiene of the vending area as well as various utensils and equipment • Apply appropriate inspection methods to check the ingredients and other items for quality standards, expiry date etc. • Employ appropriate practices to set the benches, tables and chairs for the customers • Dramatize how to use various techniques to attract the customers • Employ appropriate techniques to greet the customers and handle the orders • Demonstrate how to perform basic tasks like slicing, chopping, marinating, boiling, frying, grilling, etc. • Demonstrate how to prepare various food items and serve them to the customers • Prepare the bill to collect the payment
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	
Water dispenser, Stove, Ovens, Commercial Cylinder, Utensil, Crockery, Cutlery, Sample bill	

Module 8: Perform the Activities to End the Day's Business

Mapped to THC/N3010 v 2.0

Terminal Outcomes:

- Describe the ways to close the day's operation
- Explain the procedure to handle hazardous equipment

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of cleaning and disinfecting the cart, bench, utensils, tools, and equipment, before closing for the day's activities • Explain waste management techniques • Discuss the importance and procedure of cleaning the vending area to end the day's operation • Explain the ways to avoid accidental risks while handling hazardous equipment and objects 	<ul style="list-style-type: none"> • Employ proper ways to end day's activities • Demonstrate how to handle various hazardous objects and equipment
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	
Vending cart, Various equipment, utensil, etc. Waste bin, Cleaning liquid and solution	

Module 9: 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"> • 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. 	<ul style="list-style-type: none"> • 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.

- Understand the make in India campaign
- 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

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification <Select the minimum educational requirements, such as 12 th Pass, Graduate or NSQF certified.>	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Sc or graduate/B.Tech/B.E	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, or allied sector	4	Food processing	1	Food processing	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Small Food Business Operator" mapped to QP: "FIC/Q9702, 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 <Select the minimum educational requirements, such as 12 th Pass, Graduate or NSQF certified.>	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training/Assessment 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
Certified for Job Role: "Small Food Business Operator" mapped to QP: "FIC/Q9702, 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 (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
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation