



Model Curriculum

QP Name: Food safety team leader

QP Code: FIC/Q7604

QP Version: 1.0

NSQF Level: 5

Model Curriculum Version: 1.0

Food Industry Capacity and Skill Initiative (FICSI)
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Training Parameters

Sector	Food Processing
Sub-Sector	Generic
Occupation	Quality Analysis/Assurance
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5220.60
Minimum Educational Qualification and Experience	<ol style="list-style-type: none"> 1. Bachelor's degree in Microbiology/Food technology/Biotechnology or allied disciplines + 6 months of relevant experience 2. Class 12th pass in Science Stream and 3 years of diploma in relevant stream and 1 year of relevant experience 3. Class 12th pass in science stream and 3 years of relevant experience 4. Class 12th pass with 2 years course in relevant stream and 1 year of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	21 years
Last Reviewed On	25/11/2021
Next Review Date	24/11/2024
NSQC Approval Date	25/11/2021
QP Version	1.0
Model Curriculum Creation Date	25/11/2021
Model Curriculum Valid Up to Date	24/11/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	340 Hours
Maximum Duration of the Course	340 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 develop and implement FSMS for the manufacturing facilities
- Perform tasks to conduct the quality audit of FSMS
- Demonstrate procedure of handling customer complaints
- 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, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	36:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	48:00 Hours
Module 1: Introduction to Food Safety Team Leader	08:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	08:00 Hours
Module 13: Employability and Entrepreneurship Skills	28:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	40:00 Hours
FIC/N7613 – Design, develop and implement FSMS NOS Version No. 1.0 NSQF Level 5	28:00 Hours	50:00 Hours	00:00 Hours	00:00 Hours	78 :00 Hours
Module 2: Design, Develop and Implement Food Safety Management System (FSMS)	28:00 Hours	50:00 Hours	00:00 Hours	00:00 Hours	78:00 Hours
FIC/N7614 - Conduct audit and handle customer complaints NOS Version No. 1.0 NSQF Level 5	40:00 Hours	80:00 Hours	00:00 Hours	00:00 Hours	120:00 Hours
Module 3: Conduct Food Safety Audits	24:00 Hours	50:00 Hours	00:00 Hours	00:00 Hours	74:00 Hours

Module 4: Handle Customer Complaints	16 :00 Hours	30 :00 Hours	00:00 Hours	00:00 Hours	46 :00 Hours
FIC/N9904 – Ensure Food Safety at the Workplace NOS Version No. 1.0 NSQF Level 5	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours
Module 5: Basic Food Safety Standards	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours
FIC/N9903 – Ensure Workplace Health and Safety NOS Version No. 1.0 NSQF Level 5	10:00 Hours	16:00 Hours	00:00 Hours	00:00 Hours	26:00 Hours
Module 6: Follow Preventive Measures to avoid Accidents	02:00 Hours	04:00 Hours	00:00 Hours	00:00 Hours	06:00 Hours
Module 7: Manage Workplace Emergencies	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 8: Manage Infection Control	04:00 Hours	04:00 Hours	00:00 Hours	00:00 Hours	08:00 Hours
FIC/N9902 – Work Effectively in an Organization NOS Version No. 1.0 NSQF Level 3	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours
Module 9: Working Effectively in an Organization	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours
SGJ/N1702 – Optimize Resource Utilization at the Workplace NOS Version No. 1.0 NSQF Level 3	12:00 Hours	24:00 Hours	00:00 Hours	00:00 Hours	36:00 Hours
Module 10: Material Conservation	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 11: Energy/ Electricity Conservation	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 12: Waste Management Recycling	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Total Duration	142:00 Hours	198:00 Hours	00:00 Hours	00:00 Hours	340:00 Hours

Module Details

Module 1: Introduction to Food Safety Team Leader

Bridge Module

Terminal Outcomes:

- Describe the Food Processing Industry in brief
- Define the roles and responsibilities of a Food Safety Team Leader

Duration: 08:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the importance of the training program for a Food Safety Team Leader. • Discuss the food processing industry and generic sub-sector in brief. • Discuss the career opportunities available to a Food Safety Team Leader in the food processing industry. • Explain the terminologies used while conducting audits in the food processing facility. • Elaborate standard business etiquette in the food processing industry. • Discuss the workflow and departmental organisation in quality analysis and assurance sector. 	
Classroom Aids:	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment and Other Requirements	
Nil	

Module 2: Design, Develop and Implement Food Safety Management System (FSMS)

Mapped to FIC/N7613, v 1.0

Terminal Outcomes:

- Describe the procedure to develop and implement operational plans, organization's systems, structures for Food Safety Management System
- Demonstrate ways to implement FSMS in food processing facility.

Duration: 28:00	Duration: 50:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe organisational standards, policies, and procedures followed in a food processing industry. • Describe fundamentals of good manufacturing practices and good handling practices. • Recall complete process of manufacturing of various food products followed in different industries. • Discuss the organisational requirements and food safety management system requirements for a food safety program. • List schedule IV requirements of FSSAI. • Elaborate seven steps of HACCP plan. • Discuss documentation of HACCP plan and its methods. • Discuss the details of product need to provide to the food safety team members. • Elaborate ways to identify the composition of product. • Elaborate pre-requisite programs (PRPs), operational pre-requisite programs (OPRPs), CCPs, GMP, GHP and regulatory guidelines need to during manufacturing process of product. • Discuss the importance of conducting training programs for the employees and team members. • Describe factors which can influence the occurrence and severity of the hazard and critical control points (CCPs) where these hazards can be prevented, eliminated or reduced. • Elaborate acceptable, tolerable and unacceptable levels of risk. • Elaborate target value, warning value and critical limit of potential hazard. 	<ul style="list-style-type: none"> • Apply appropriate ways to identify organisational requirements and food safety management system requirements for a food safety program. • Perform steps of pre-HACCP for starting the development of food safety management system. • Show how to create a team having one member from each department and allocate the responsibilities between them. • Role play a situation on how to provide details of product such as product name, category, MRP, shelf life of product etc. to the food safety team members. • Apply appropriate ways to identify the composition of the product and needs of the customers to be fulfilled by the product. • Prepare a sample flowchart of all the processes involved in manufacturing of the final product by following GMP, GHP and regulatory guidelines. • Apply appropriate ways to verify the existing process flowcharts to identify gaps in process flowcharts, breaches in food safety procedures and other related issues. • Employ appropriate practices to determine training needs of the employees and team members. • Show how to develop training programs and conduct training sessions as per the training needs of the employees and team members. • Perform steps to conduct hazard analysis to determine different food safety hazards which can risk safety of food. • Apply appropriate ways to determine the factors which can influence the occurrence

<ul style="list-style-type: none"> • Describe codex alimentarius and the corrective actions. • Discuss the relevance of pest management and implementation of pest control methods. • Describe cross contamination and importance of allergen management. • Discuss the records and documents needed to be prepared and maintained related to FSMS functioning and monitoring. • Describe FSMS policies, procedures, and product specifications. • List the necessary tools and database management system required to measure the critical control limits and CCPs. • Discuss the importance of monitoring the operational activities and other activities of FSMS. • Discuss the organisational procedure of separating non-confirming products and implement corrective actions to correct them. • Discuss the importance of updating the food safety management systems time to time as per standards. • List the legal requirements published by FSSAI and quality systems (KU8) 	<p>and severity of the hazard and critical control points (CCPs) where these hazards can be prevented, eliminated or reduced.</p> <ul style="list-style-type: none"> • Show how to create the observable and measurable critical control limits for each critical control point of hazards. • Prepare a sample monitoring plan to assess that the CCP is being met on a particular frequency. • Show how to allot responsibilities to the staff for monitoring and recording observations of the assessment of CCP. • Apply appropriate ways to bring the process back into control and implement various corrective action techniques like decision tree to correct the CCP criteria. • Employ appropriate practices to verify the validity of the HACCP plan and identify and control all the hazards through critical control points and critical control limits. • Prepare audit plan and pre-operational checklists for conducting audits, records and documents related to functioning and monitoring of FSMS and schedule for regular review of FSMS. • Apply appropriate ways to display appropriate signage and access to information of FSMS. • Perform steps to monitor the operational activities and other activities of FSMS. • Show how to determine and correct the cause of non-compliance. • Show how to separate the non-conforming product and implement the corrective actions to maintain the FSMS. • Employ appropriate practices to verify the HACCP plan by reviewing policies, flowcharts, procedures, product specifications, monitoring systems, corrective actions and all supporting documents. • Show how to make changes in practices to avoid food safety breach. • Apply appropriate ways to communicate the changes and implementation plan to the team.
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	<ul style="list-style-type: none"> • Show how to take the approval by concerned authority for updating the FSMS time to time.
<p>Classroom Aids:</p>	
<p>Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Sample FSMS SOPs, Sample regulatory guidelines SOP, Sample HACCP plan, sample documents related to HACCP plan and FSMS</p>	

Module 3: Conduct Food Safety Audits

Mapped to FIC/N7614, v1.0

Terminal Outcomes:

- Discuss the process of conducting effective food safety audits
- Perform the tasks to conduct food safety audits
- Create sample audit report

Duration: 24:00	Duration: 50:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe food quality and safety policy, procedures and processes associated with the food safety management system. • Describe the internal and external policies of an organisation and impact of not following them. • Elaborate Food Safety and Standards Act’2006 (FSSA) and its regulations. • Elucidate a complete food safety management system implemented in the premises. • Describe terms HACCP, GHP, GMP, PRPs, oPRPs and CCPs. • Describe the organisational and FSSAI regulatory norms, procedure, standards, specifications, etc. for food quality and safety. • Discuss the significance and procedure to establish scope and extent of the audit, evidence required to address audit scope and responsibilities of the team during audit. • Recall protocols of a food safety auditor. • List necessary tools used by an auditor during the audit. • Discuss the significance of preparing the employees for an audit process. • Elaborate the processes of conducting audits and preparation for their relevant documents. • Describe the methods to monitor effectiveness of food safety management system, identify various NC (Non-Conformance) from the result of the audit and work upon the corrective actions. • Discuss ways to identify critical limits of possible risks, severity and probability of occurrence of hazards in the processes. 	<ul style="list-style-type: none"> • Demonstrate appropriate methods to identify the audit scope and collect the evidence during audit. • Prepare a sample plan, control documents and formats for audits for conducting audit of a food safety management system. • Show how to plan resources and relevant requirements for audit and closure of non-conformances identified during audit. • Show how to communicate the audit plan and take approval for the same from the management. • Apply appropriate practices to convey information on the audit scope and methodology to all personnel involved in the audit process. • Demonstrate how to conduct audit to assess compliance with the food safety management system by covering all the processes and premises, checklist and plan. • Show how to identify and record any variation/deviation in procedures and policies and collect evidence of conformities and non-conformities in the food safety management system. • Prepare a sample audit report addressing audit scope requirements and non-conformities in the food safety system. • Perform steps to review the findings of audit for the conformance of sufficient evidence as per the requirement of food safety management system. • Show how to identify areas of non-compliance with legislation and/or the food safety management system by assessing audit evidence. • Role play a situation on how to collect the non-conformances from the auditors with root cause analysis.

<ul style="list-style-type: none"> • Elaborate ways to analyse the audit evidence for identifying areas of non-compliance with legislation and/or the food safety management system. • Discuss the process of root cause analysis (RCA) and various ways to take corrective actions and preventive actions. • Elaborate ways to analyse the implementation of corrective and preventive actions. • Discuss the documents and records needed to be prepared and maintained related to audit. 	<ul style="list-style-type: none"> • Show how to take corrective actions regarding the non-conformance identified in the audits • Apply appropriate ways to verify the implementation of corrective and preventive actions. • Perform steps to monitor the effectiveness of corrective actions for few days to ensure proper closure and take necessary actions, if required. • Perform steps to review and improve the effectiveness of audit programs. • Show how to document the amendments in the audit report and/or to the HACCP plan by following organisational guidelines.
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	
Sample audit report, Sample non-conformance report and other related documents	

Module 4: Handle Customer Complaints

Mapped to FIC/N7614, v1.0

Terminal Outcomes:

- Perform the activities to handle customer complaints
- Demonstrate ways to deal with non-compliance of food quality

Duration: 16:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe regulatory requirements of products and organizational standards for products. • Describe customer complaint logging system of organisation and how to log the complaints accurately in it. • Discuss the procedure to handle complaints regarding food quality. • Discuss the nature of complaint coming from the customers • Discuss the process of root cause analysis of the occurrence of the customer complaints and various ways to take corrective actions and preventive actions. • Discuss the procedure of product recall, mock recall, forward and backward traceability. • Describe various ways to deal with non-conformance of the food quality. 	<ul style="list-style-type: none"> • Show how to handle customer complaints regarding food quality. • Employ appropriate practices to analyse consumer complaints on product, identify reasons, and implement control and preventive measures. • Show how to recall product by following organisational procedures. • Apply appropriate ways to implement procedures for dealing with non-compliance of food quality. • Prepare a sample report on non-compliance of food quality for the regulatory authorities.
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	
Sample food quality performance report, customer complaint log system etc.	

Module 5: Basic Food Safety Standards

Mapped to FIC/N9904, v1.0

Terminal Outcomes:

- Explain the various food safety standards to be followed during the production process
- Prepare sample reports regarding food safety regulations, inspections, faults observation, etc.

Duration: 08:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the types of biological, chemical and physical hazards present in the food processing industry • Discuss various types of food contaminations, their causes, and ways to prevent them • Discuss the importance of following the standard procedures for ensuring food safety) • State the importance of ensuring that the materials (such as raw materials, processed materials, finished goods, etc.) are adequately isolated to prevent them from contamination • Outline the standard regulations to be followed for ensuring food safety as listed in 'The Food Safety and Standards Act, 2006 that need to be followed during fruit wine production • Discuss the role of HACCP, VACCP and TACCP as well as procedures to implement these in the food industry • Discuss about product information and consumer awareness, product recall and withdrawal, and traceability • Explain the procedure to conduct workplace food safety audits • Discuss various types of allergens and their management at the workplace • Discuss the corrective measures to be applied to ensure food safety • List various issues that can arise during food production and other processes 	<ul style="list-style-type: none"> • Apply appropriate practices to identify various biological, chemical, and physical hazards at various stages (procurement of raw material; production, manufacturing, distribution, delivery of finished product, etc.) of food processing • Employ appropriate practices to implement food safety procedures and regulatory policies at the workplace • Employ appropriate practices to establish and follow Good Manufacturing Practices (GMPs) related to ergonomics, cleaning and sanitation, equipment and containers, pest control, facilities, food storage, transportation, distribution etc. • Demonstrate the procedure followed for allergen management and handling and storage of raw materials • Apply appropriate practices to establish and follow monitoring systems, like Hazard Analysis Critical Control Point (HACCP) • Apply relevant practices to take appropriate action in instances such as VACCP (Vulnerability Assessment Critical Control Points) and TACCP (Threat Assessment Critical Control Points) • Apply appropriate practices to plan and execute an audit on food safety address the non-conformance with root cause analysis (RCA), and take corrective action preventive action (CAPA) • Role play a situation on how to address issues pertaining to food safety and quality reported by the team members

<ul style="list-style-type: none"> • Discuss the procedure of performing root cause analysis and taking corrective and preventive actions against workplace problems • State the significance of training the team members regarding various food safety procedures such as GMP, HACCP, etc. • List the information to be recorded in the work process 	<ul style="list-style-type: none"> • Prepare sample reports for food safety regulations followed, inspections done, faults observed, etc. • Dramatize a situation on how to organize training and workshops on food safety aspects such as Good Manufacturing Practices (GMP), HACCP, VACCP, TACCP, etc.
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	
Sample pictures of various biological, chemical, and physical hazards, Sample pictures of Contaminants, samples of potential allergens, process flow chart and HACCP plan.	

Module 6: Follow Preventive Measures to avoid Accidents

Mapped to FIC/N9903, v1.0

Terminal Outcomes:

- Explain the standard procedure to be followed for dealing with workplace hazards safely
- Describe how to minimize potential risks and accidents at the workplace
- Demonstrate how to train the workforce on accident prevention techniques effectively

Duration: 02:00	Duration: 04:00
Theory – Key Learning Outcomes <ul style="list-style-type: none"> • Define 'hazards' and 'risks' • Discuss the causes of various types of workplace hazards, risks and accidents, preventive measures to be taken as well as the procedures to deal with the same • State the importance of maintaining the equipment effectively • Discuss the standard practices to be followed to control and prevent risks, hazards, and accidents • Discuss the various types of safety signs and their relevance at the workplace • State the significance of displaying the common hazard signages wherever required • Outline the importance of ensuring the availability of general health and safety equipment at all times • Describe the causes of fire, ways to prevent them and rescue techniques to be followed at times of fire at the workplace • Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace 	Practical – Key Learning Outcomes <ul style="list-style-type: none"> • Demonstrate how to use and dispose of relevant personal protective equipment as per tasks and work conditions • Show how to implement organisational safety protocols to prevent accidents and hazards at the workplace • Demonstrate how to use various types of fire extinguishers effectively Dramatize a situation on how to train the workforce on accident prevention techniques (such as role of appropriate PPE; use of fire extinguishers, dealing with hazards; identification of risks that could lead to accidents; safety protocols followed to avoid accidents; role of different types of hazard signs, safe lifting and carrying practices, etc. required at the workplace
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 Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher, First aid kit, Relevant Standard Operating Procedures and Sample reports	

Module 7: Manage Workplace Emergencies

Mapped to FIC/N9903, v1.0

Terminal Outcomes:

- Apply appropriate practices to deal with the emergencies at workplace effectively
- Describe the trainings to be provided for dealing with emergencies at the workplace

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss workplace emergency and evacuation procedures and the importance of following them • Explain the procedure to be followed for administering immediate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning, etc. • Discuss the procedure to be followed for providing artificial respiration and cardio-pulmonary resuscitation (CPR) to the affected person and highlight its significance • State the impact of health, safety and security breaches on self, team, and work process 	<ul style="list-style-type: none"> • Demonstrate the procedure to be followed to free a person from electrocution safely • Show how to administer appropriate first aid procedure to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning, etc. • Demonstrate the procedure e followed provide artificial respiration and cardio-pulmonary resuscitation (CPR) in various instances (e.g., cardiac arrest) • Roleplay a situation on how to report information such as identified breaches in health, safety and security policies and procedures to the concerned authority accurately • Dramatize a situation on how to train the workforce on emergency procedures (such as safe evacuation; treating a person from electrocution; immediate first aid to be given at times of cuts, bleeding, burns, choking, electric shock, poisoning, etc.; administering artificial respiration and cardio-pulmonary resuscitation (CPR); escalating issues beyond own scope, etc.) to be followed at the workplace
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	
Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher, First aid kit, Relevant Standard Operating Procedures and Sample reports	

Module 8: Manage Infection Control

Mapped to FIC/N9903, v1.0

Terminal Outcomes:

- Describe the various steps to be followed for managing infections at the workplace
- Perform various tasks to train the workforce on infection control practices effectively

Duration: 04:00	Duration: 04:00
Theory – Key Learning Outcomes <ul style="list-style-type: none"> • List the general sources of infections • Discuss the procedures to be followed to tackle infection spread and the importance of carrying out the sanitization of the work area, equipment and related facilities as per standards • Explain various ways to store the sanitization materials appropriately • Discuss various types of potential infections along with the precautionary measures to be taken, and safety protocols to be followed at the workplace • Discuss appropriate actions to be taken during illness to self and others at the workplace • Describe the parameters to be assessed during health and safety audits, their acceptability levels of appropriateness and the procedure to conducting these audits • Discuss various parameters to be assessed and compliance issues to be addressed during the review of SOPs and the ways to improve them as per required quality and safety standards • State the importance of undergoing preventive health check-ups organized by the organisation in compliance with FSSAI guidelines • List various types of documents and records to be maintained in the work process 	Practical – Key Learning Outcomes <ul style="list-style-type: none"> • Employ appropriate practices to follow and enforce Good Hygiene Practices (GHP) among the team members • Employ appropriate practices to store sanitisation materials effectively • Dramatize a situation to address team issues related to workplace health and safety Roleplay on how to train the workforce on infection control practices to be followed at the workplace
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 Relevant Standard Operating Procedures and Sample reports	

Module 9: Working Effectively in an Organization

Mapped to FIC/N9902, v1.0

Terminal Outcomes:

- State the importance of proper communication and teamwork at the workplace
- Roleplay a situation to communicate with others effectively

Duration: 08:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the applicable organisational quality procedures and processes for working effectively in a team • Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behaviour, harassment, discrimination, and performance conditions • State the importance of well-defined reporting structure in an organisation. • List the various types of inter-dependent functions applicable in the job • Discuss the different types of harassment and discrimination based on gender, disability, caste, religion, and culture • List the key factors that aid in prioritising tasks • Discuss the components of effective communication and its importance at the workplace • State the impact of poor communication on the employee, the employer, and the customer • State the importance of teamwork in organizational and individual success. • Discuss the importance of ethics and discipline for professional success • Explain the ways to address grievances appropriately and effectively • Discuss the importance of managing interpersonal conflicts effectively and ways to do so • List the different types of disabilities and the challenges faced by persons with disability (PwD) • Discuss the applicable laws, acts and provisions defined for PwD by the statutory bodies • State the importance of gender sensitivity and equality 	<ul style="list-style-type: none"> • Roleplay a situation on how to obtain information, seek clarifications, reciprocate understanding and provide information accurately and clearly • Roleplay a situation on how to use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive while interacting with others • Show how to consult and assist others to maximize effectiveness and efficiency at work • Dramatize a situation to show how to escalate problems and grievances beyond own scope to the concerned authority • Roleplay a situation on how to take appropriate action to resolve conflicts at the workplace • Roleplay a situation on how to report incidents of harassment and discrimination to appropriate authority

<ul style="list-style-type: none"> • Discuss the applicable legislations, grievance redressal mechanisms, and penalties against harassment at the workplace • State the importance of transacting with others without personal bias 	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Nil	

Module 10: Material Conservation

Mapped to SGJ/N1702, v1.0

Terminal Outcomes:

- Discuss optimal usage of material including water in various tasks/activities/processes

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the types of hazards, risks and threats associated with handling different materials • Discuss the role of workstation layout, electrical and thermal equipment used in the material conservation • Discuss organisational procedures for minimising waste • Elucidate practices of efficient and inefficient management and utilization of material and water at the workplace • Discuss the ways to manage material and water usage at work effectively 	<ul style="list-style-type: none"> • Show how to check for spills and leakages in various materials applicable in the job • Demonstrate how to plug the spills and leakages appropriately • Roleplay a situation on how to escalate any issues related to repair of spills and leakages to the concerned authority effectively • Demonstrate the standard practices to be followed for cleaning tools, machines and equipment effectively
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Materials and tools and equipment used at work	

Module 11: Energy/Electricity Conservation

Mapped to SGJ/N1702, v1.0

Terminal Outcomes:

- Discuss optimal usage of energy/electricity

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Define electricity • Discuss the basics of electricity • List the energy efficient devices that are used in the job • Discuss the ways to identify electrical problems that can arise during work • Discuss the standard practices to be followed for conserving electricity in the job • State the impact of improperly connected electrical equipment and appliances on the tasks being performed 	<ul style="list-style-type: none"> • Apply suitable techniques to check the equipment/machinery for desired level of functioning • Employ appropriate methods to rectify faulty equipment/machinery safely • Roleplay a situation on how to report equipment faults and maintenance lapses to the concerned personnel effectively
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Energy saving devices	

Module 12: Waste Management/Recycling

Mapped to SGJ/N1702, v1.0

Terminal Outcomes:

- Discuss the importance of minimal waste generation
- Demonstrate how to dispose waste as per industry approved standards

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the various types of recyclable, non-recyclable, and hazardous waste • State the significance of different coloured dustbins • List the different types of waste to be segregated • State the importance of waste management • Discuss the standard methods for waste disposal • List the sources of pollution. • Discuss the ways to minimise various types of pollution 	<ul style="list-style-type: none"> • Demonstrate the standard practices to be followed for segregating waste into respective categories • Show how to dispose non-recyclable waste appropriately and safely • Demonstrate the standard practice for depositing recyclable and reusable materials at designated place • Show how to dispose hazardous waste safely and appropriately
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Non-recyclable, recyclable waste bins	

Module 13: Employability and Entrepreneurship skills

Bridge Module

Terminal Outcomes:

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

Duration: 28:00	Duration: 12:00
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. • 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 	<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.

<ul style="list-style-type: none"> • 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	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Masters (Food Science)	Food Science/Home Science/ Food Processing/ Quality Analysis	3	Food Science/Home Science/ Food Processing/ Quality Analysis	1	Food Science/Home Science/ Food Processing/ Quality Analysis	

Trainer Certification	
Domain Certification	Platform Certification
“Food Safety Team Leader”, “FIC/Q7604, V1.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601, V1.0” with a scoring of minimum 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Masters (Food Science)	Food Science/Home Science/ Food Processing/ Quality Analysis	4	Food Science/Home Science/ Food Processing/ Quality Analysis	1	Food Science/Home Science/ Food Processing/ Quality Analysis	

Assessor Certification	
Domain Certification	Platform Certification

<p>“Food Safety Team Leader”, “FIC/Q7604, V1.0”, Minimum accepted score is 80%</p>	<p>“Trainer”, “MEP/Q2601, V1.0” with a scoring of minimum 80%</p>
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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.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records
- If the batch size is more than 30, then there should be 2 Assessors.

2. Testing Environment: Assessor must:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from THSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and are stored in the Hard Drives

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
FSSAI	Food Safety and Standards Authority of India
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation