



Model Curriculum

QP Name: Craft Baker

QP Code: FIC/Q5002

QP Version: 3.0

NSQF Level: 4

Model Curriculum Version: 3.0

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

Table of Contents

Training Parameters.....	3
Program Overview	4
This section summarizes the end objectives of the program along with its duration.....	4
Training Outcomes.....	4
Module Details.....	6
Module 1: Introduction to Food Processing Sector and the Job of ‘Craft Baker’	6
Module 2: Comply with Legislative Guidelines for a Production Facility.....	7
Terminal Outcomes:.....	7
Module 3: Develop Recipes for Artisanal Production.....	8
Module 4: Selection of vendors for obtaining materials	9
Module 5: Perform entrepreneurial activities.....	10
Module 6: Preparing for artisanal production process.....	11
Module 7: Produce artisanal breads and buns	13
Module 8: Produce artisanal cakes, hard and soft dough products	15
Module 9: Bake the products.....	16
Module 10: Packaging of baked products and post production tasks.....	18
Module 11: Display and dispatch artisanal baked products	19
Module 12: Basic Food Safety Standards.....	21
Module 13: Follow Preventive Measures to avoid Accidents.....	23
Module 14: Manage Workplace Emergencies.....	24
Module 15: Manage Infection Control	25
Module 16: Working Effectively in an Organization	27
Module 17: Material Conservation	29
Module 18: Energy/Electricity Conservation	30
Module 19: Waste Management/Recycling	31
Annexure.....	32
Trainer Requirements	32
Assessment Strategy.....	34
Glossary.....	35
Acronyms and Abbreviations.....	36

Training Parameters

Sector	Food Processing
Sub-Sector	Bread and Bakery
Occupation	Processing - Bread and bakery
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7512.9900
Minimum Educational Qualification and Experience	1. Graduate in any stream 2. Class 12th 3. Class 10th and 2 years of relevant experience 4. Class 10th Pass and 2 years of ITI or 3 years of diploma 5. NSQF Level 3 qualification in food processing sector with 2 year of experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	24/02/2022
Next Review Date	23/02/2025
NSQC Approval Date	24/02/2022
QP Version	3.0
Model Curriculum Creation Date	30/10/2021
Model Curriculum Valid Up to Date	24/02/2022
Model Curriculum Version	3.0
Minimum Duration of the Course	400 Hours
Maximum Duration of the Course	400 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 prepare for artisanal production of bakery products
- Carry out various activities to produce different types of bakery products
- Follow standard procedures to ensure food safety at the workplace
- Apply necessary health and safety practices to ensure workplace health and safety
- Work effectively with others
- 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
Bridge Module	04:00	00:00	00:00	00:00	04:00
Module 1: Introduction to Food Processing Sector and the Job of 'Craft Baker'	04:00	00:00	00:00	00:00	04:00
FIC/N9905 – Establish Facilities for Artisanal Food Production NOS Version No. 1.0 NSQF Level 5	50:00	64:00	00:00	00:00	114:00
Module 2: Comply with Legislative Guidelines for a Production Facility	16:00	06:00	00:00	00:00	22:00
Module 3: Develop Recipes for Artisanal Production	08:00	16:00	00:00	00:00	24:00
Module 4: Selection of vendors for obtaining materials	02:00	02:00	00:00	00:00	04:00
Module 5: Perform entrepreneurial activities	24:00	40:00	00:00	00:00	64:00
FIC/N5002 – Prepare for production of baked products in artisan bakeries and patisseries NOS Version No. 2.0 NSQF Level 4	24:00	32:00	00:00	00:00	56:00
Module 6: Preparation for artisanal baked products	24:00	32:00	00:00	00:00	56:00

FIC/N5007 – Produce baked products in artisan bakeries and patisseries NOS Version No. 2.0 NSQF Level 4	40:00	92:00	00:00	00:00	132:00
Module 7: Produce artisanal bread and buns products	12:00	24:00	00:00	00:00	36:00
Module 8: Produce artisanal cakes, hard and soft dough products	06:00	16:00	00:00	00:00	22:00
Module 9: Bake the products	08:00	16:00	00:00	00:00	24:00
Module 10: Packaging of baked products and post-production	06:00	14:00	00:00	00:00	20:00
Module 11: Display and dispatch artisanal baked products	08:00	22:00	00:00	00:00	30:00
FIC/N9904 – Ensure Food Safety at the Workplace NOS Version No. 1.0 NSQF Level 5	08:00	08:00	00:00	00:00	16:00
Module 12: Basic Food Safety Standards	08:00	08:00	00:00	00:00	16:00
FIC/N9903 – Ensure Workplace Health and Safety NOS Version No. 1.0 NSQF Level 5	10:00	16:00	00:00	00:00	26:00
Module 13: Follow Preventive Measures to avoid Accidents	02:00	04:00	00:00	00:00	06:00
Module 14: Manage Workplace Emergencies	04:00	08:00	00:00	00:00	12:00
Module 15: Manage Infection Control	04:00	04:00	00:00	00:00	08:00
FIC/N9902 – Work Effectively in an Organization NOS Version No. 1.0 NSQF Level 3	08:00	08:00	00:00	00:00	16:00
Module 16: Working Effectively in an Organization	08:00	08:00	00:00	00:00	16:00
SGJ/N1702 – Optimize Resource Utilization at the Workplace NOS Version No. 1.0 NSQF Level 3	12:00	24:00	00:00	00:00	36:00
Module 17: Material Conservation	04:00	08:00	00:00	00:00	12:00
Module 18: Energy/Electricity Conservation	04:00	08:00	00:00	00:00	12:00
Module 19: Waste Management Recycling	04:00	08:00	00:00	00:00	12:00
Total Duration	156:00	244:00	00:00	00:00	400:00

Module Details

Module 1: Introduction to Food Processing Sector and the Job of 'Craft Baker'

Bridge Module

Terminal Outcomes:

- Describe the food processing industry and its sub-sectors in brief
- Discuss the roles and responsibilities of a Craft Baker

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss about the food processing industry and bread and bakery sub-sector in brief • Discuss the future scope of bread and bakery sub-sector in India • Explain the roles and responsibilities of the individual in the job • Discuss the career opportunities available to a Craft Baker in the food processing industry • Explain the terminologies used in the process of production of artisanal baked products • List the sequence of operations to be performed in the job • List the various types of bread and bakery products that are available in the market • State the importance of ensuring a tidy workplace 	
Classroom Aids:	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment, and Other Requirements	
Nil	

Module 2: Comply with Legislative Guidelines for a Production Facility

Mapped to FIC/N9905 v 1.0

Terminal Outcomes:

- Describe various legislative guidelines for a production facility
- Apply appropriate practices to establish the standard procedure for the setting up production facility

Duration: 16:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Outline the various legislations, regulations, and standards including FSSAI guidelines to be followed to produce artisanal product • State the importance of analysing and investigating the purpose and intent of legislation related to various factors • List the authorities responsible for administering legislation for setting up a food processing facility • Outline the procedure and importance of site inspections, reporting variances, and obtaining legislative approvals • List the material and equipment requirements for setting up a production facility • State the significance of obtaining the accurate information from designated personnel in various recorded forms, like checklists, etc. 	<ul style="list-style-type: none"> • Apply appropriate practices to assess workplace and food safety systems to determine compliance as per production needs • Employ appropriate practices to establish standard procedures to ensure compliance with legal requirements • Apply appropriate practices to identify and report non-compliance with the legislative guidelines to the concerned authority • Show how to update all the relevant document for future reference
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, etc.	
Tools, Equipment, and Other Requirements	
Sample legislative guidelines, Various materials and equipment, etc.	

Module 3: Develop Recipes for Artisanal Production

Mapped to FIC/N9905 v 1.0

Terminal Outcomes:

- Describe the procedure to develop new recipes for artisanal production
- Demonstrate how to calculate the estimated cost, final product cost and fix the unit price of the product

Duration:08:00	Duration:16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List various ingredients used in different recipes of artisanal production • Describe various ways to upgrade the existing recipes and developing new ones • Outline the importance of conceptualizing new ideas and experimenting with various combinations of old and new ingredients to develop new products • Discuss various types of cost optimization techniques that can be used in the job 	<ul style="list-style-type: none"> • Employ appropriate practices to formulate recipes and methodologies in accordance with customer needs and product types • Apply appropriate practices to experiment with new and existing methods of production to develop new production methods for a variety of products • Employ appropriate practices to evaluate the quality of production methods to validate and standardize the best product formulation method • Apply appropriate practices to estimate the costs to be incurred for producing the required product as per equipment capacity, material usage, processing, transport, distribution, etc. • Demonstrate how to calculate the cost of the final product and fix the unit price of the product as per standard
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
Tools, Equipment, and Other Requirements	
Sample artisanal recipes, Sample standard operating procedure	

Module 4: Selection of vendors for obtaining materials

Mapped to FIC/N9905 v 1.0

Terminal Outcomes:

- Describe the procedure to select the vendor for obtaining required materials and equipment
- Apply appropriate practices to maintain material records, equipment manuals, manufacturer's instruction, etc.

Duration: 02:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the importance of identifying the equipment and materials to be procured before setting up a production facility • Discuss the procedure to inspect the quality of the procured material and equipment • Outline the applicability and capacity of various equipment used in artisanal production • Discuss the key considerations in vendor management • Discuss the standard procedure for reporting and documentation pertaining to production facility 	<ul style="list-style-type: none"> • Apply appropriate practices to identify and select vendors for sourcing raw materials, packaging materials, and equipment for production • Employ appropriate inspection methods to check and verify the quality of materials received from the vendors as per standards • Show how to maintain various material records and other documents such as equipment manuals, manufacturers' instructions, etc.
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
Tools, Equipment, and Other Requirements	
Sample standard operating procedure, Raw material and equipment, etc.	

Module 5: Perform entrepreneurial activities

Mapped to FIC/N9905 v 1.0

Terminal Outcomes:

- Discuss the requirements for expanding businesses
- Use digital and financial literacy to expand businesses and generate opportunities

Duration:24:00	Duration:40:00
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 • 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 importance of e-commerce in promoting businesses • List the various types of online banking services being used widely • 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 • 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 • Prepare a detailed sample report consisting of information such as future investments, forecasting, business expansion, etc. • Demonstrate the procedure to conduct an entrepreneurial program for exploring business opportunities and increasing the clientele
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
Tools, Equipment, and Other Requirements	
Sample standard operating procedure	

Module 6: Preparing for artisanal production process

Mapped to FIC/N5002 v 2.0

Terminal Outcomes:

- Discuss the steps to be performed to prepare for baking of artisanal products
- Demonstrate the procedure followed to prepare for baking of artisanal products in the job

Duration: 24:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the basics of baking science • List the ways for obtaining work requirements from various sources such as individuals, organisations etc. • Identify the different types of bakery products to be manufactured, their quality characteristics, processes to be used, tools and equipment required • List the raw materials, packaged materials, tools and equipment required for artisanal production • Describe how to carry out tests such as biological, chemical and physical tests and organoleptic evaluation • Describe the calculations to be performed in the work process • Explain the elements of production plan for producing the desired bakery products • Recall the process of fermentation, mixing, baking, moulding, cutting, slicing, etc. and techniques used for implementing them • Describe the production process by referring to process flow chart, formulation charts, etc. • Outline the plan for calculating the batch size based on the production order and machine capacity • Summarise the steps to be performed to submit requirements (including indent) to the concerned personnel and address their queries • Explain the techniques used for safe disposal of hazards and unwanted materials from the work area 	<ul style="list-style-type: none"> • Prepare a plan for producing the artisanal baked products • Demonstrate how to check and confirm the availability of raw materials, packaging materials, equipment and manpower required for the job • Perform calculations and prepare the list of material requirements for the baking process and the indent accordingly • Roleplay a situation on how to report the material requirements to the vendor, report sub-standard quality of products accurately • Demonstrate the procedure to clean the work area, tools and equipment using industry recommended chemicals and sanitizers • Show how to dispose waste materials from the work area safely as per standard operating procedure (SOP) • Demonstrate the procedure to inspect the tools and equipment to be used in the production process • Apply standard practice for assembling materials to be used in production • Show how to receive and store the materials safely • Prepare sample records for the materials received, quantity and quality of the products to be manufactured, etc. • Employ appropriate practices to test the of samples thoroughly by carrying out organoleptic evaluation, chemical and biological testing, etc.

<ul style="list-style-type: none"> • List the industry approved sanitizers and chemical agents used in the job • Describe the inspection and verification methods used to evaluate effectiveness of cleaning and sanitation program • Discuss the procedure to be followed while cleaning the production tools, equipment and machinery to be used thoroughly • Describe the conditions required for carrying out production safely • Explain the standards, policies and procedures to be followed pertaining to the quality and delivery standards, food safety, health and safety, hazard handling, waste disposal, documentation, etc. • State the impact of not following defined procedures at the workplace • Explain the relevant FSSAI regulations to be followed in the job • List the information to be recorded in the process • Explain the methods used to store production materials safely 	
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, and Related Standard Operating Procedures	
Tools, Equipment, and Other Requirements	
Various tools and equipment (such as mixer, kneader, cutter, slicer, moulder, oven, packaging and sealing machine, sifter, etc.) Packaging material: carton, box, duplex, laminates, decorating items, etc.	

Module 7: Produce artisanal breads and buns

Mapped to FIC/N5007 v 2.0

Terminal Outcomes:

- List the various types of breads and buns that are produced in artisanal baking
- Discuss the steps to be performed to prepare the dough/batter as per production needs
- Demonstrate the tasks to be performed to prepare dough/batter as per need

Duration: 12:00	Duration: 24:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the differences between breads, buns and rolls • List the various types of ingredients (wet and dry) that are used in artisanal baking. • Describe the key considerations for selecting the type of ingredients to be added as per the product to be produced • Describe the characteristics of the sponge and batter to be used in artisanal production • Explain the desirable quality characteristics to be achieved in the final product • State the importance of yeast in the process • Describe how to utilise yeast in baking as per quantity and quality • Describe the methods used and parameters to be evaluated to check the quality of the mixture at various stages • Discuss the steps to be performed for operating mixer, blender, etc. • Explain the process of gluten formation and the ways to avoid it • List the types of emulsifiers, preservatives, colours and flavours used in the process • Describe the techniques used to add emulsifiers, preservatives, colours and flavours etc. into the premix as per requirements • Describe the process of fermentation and its importance in baking • List the differences between soft and hard 	<ul style="list-style-type: none"> • Show how to weigh and measure the ingredients as per the recipe • Show how to sift various types of ingredients used in baking • Demonstrate the procedure to check the quality of the mixture after the addition of yeast • Add appropriate ingredients to the mixture as per specified time • Operate the mixer to control the speed, time, temperature, etc. for production • Show how to monitor the parameters of the mixer/blender to achieve uniform mixing • Apply standard practice to store the premix safely • Select and add ingredients such as emulsifiers, preservatives, colours and flavours etc. into the premix as per requirements • Show how to maintain time and temperature of the dough/batter as per production requirements • Apply appropriate pressure on the dough after it rises and place in the loaf pan for fermentation and proofing • Employ appropriate practice to inspect the dough/batter for defects such as cracking, over
	fermented, under fermented, water

dough <ul style="list-style-type: none"> Describe the proofing techniques used in the job Describe the basic aspects of yeast fermentation and preparation of dough Discuss the characteristics of various types of premixes required for bakery products Discuss the different methods used for dough preparation List the temperature requirements and other optimal conditions to be maintained for the preparation of dough/batter Explain the practices used for inspecting the quality of the dough thoroughly 	absorption capacity, etc. <ul style="list-style-type: none"> Show how to divide the dough balls of required sizes and shape using moulds
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	
Various tools and equipment (such as mixer, kneader, cutter, slicer, moulder, oven, packaging and sealing machine, shifter, etc.) Packaging material: carton, box, duplex, laminates, decorating items, etc.	

Module 8: Produce artisanal cakes, hard and soft dough products

Mapped to FIC/N5007 v 2.0

Terminal Outcomes:

- List the various types of toppings and fillings that are used in craft baking
- Show how to apply toppings and fillings on cakes and other artisanal baked products

Duration: 06:00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the various types of toppings that are used on the artisanal baked products • State the various creams and cream fats used in baked products • Demonstrate the creaming process such as center filling, sandwich, surface creaming etc. 	<ul style="list-style-type: none"> • Show how to use various types of toppings like cherries, choco chips, sprinklers etc. for artisanal baking • Select and place the dough/batter in the mould to obtain the required shape and size • Show how to cut the dough into the desired shape as per production requirements • Prepare cream fat as per the recipe formulation • Select and add desired to the cream for icing • Employ appropriate practices for applying center and sandwich fillings as per production requirements
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	
Various tools and equipment (such as mixer, kneader, cutter, slicer, moulder, oven, packaging and sealing machine, shifter, etc.) Packaging material: carton, box, duplex, laminates, decorating items, etc.	

Module 9: Bake the products

Mapped to FIC/N5007 v 2.0

Terminal Outcomes:

- Explain the steps to be followed for baking the products
- Demonstrate the procedure for baking the products as per standard work practices

Duration: 08:00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe oven profiling, oven control points, and how to operate the oven for baking • Discuss the various risks involved with handling oven, temperature and humidity controls • List the tasks to be carried out to cool down the mixture appropriately • Explain the tasks to be performed to check quality parameters such as texture, flavour, colour, odour, height, crumbliness of the baked product • State the importance of testing the samples of baked products, identification of defects and their timely rectification • Discuss the critical control points to be optimised in the work process • Explain the ways to assess the characteristics of final baked products, and related food safety issues • Identify the nutritional value of classical and contemporary cakes, pastries, pies and tarts • List the type of conditions to be ensured for storing the finished products • Interpret the information from material suppliers, process flowcharts, etc. • Describe how to evaluate the freshness and quality of stocked ingredients for cakes, pastries, pies and tarts • Discuss how to inspect the quality of the baked product and check for defects 	<ul style="list-style-type: none"> • Operate oven controls to start the pre-heating process • Show how to transfer the dough/batter in the baking pans and load it in the oven safely • Monitor the heating process and adjust the controls accordingly • Apply standard practices (such as unloading, de-panning, etc.) to cool down the mixture appropriately • Demonstrate the steps to be performed for inspecting the quality of the baked product and identifying defects • Use standard methods to apply cream and icing on cookies, biscuits, cakes, pies, etc. • Show how to inspect for overfilling and underfilling of cream, texture, flavor, color, odour, height, crumbliness etc. thereby ensuring desired quality • Assess the quality of baked product using sight, feel and skewers and evaluating parameters such as time, temperature, rotating speed, conveyor speed, etc.

<ul style="list-style-type: none"> • Discuss the techniques used for inspecting the overfilling or underfilling of cream • Outline the use of sight, feel and skewers to assess the quality of the baked products • Explain the various types of tests (such as physical, chemical, microbiological, organoleptic, etc.) that are conducted for evaluating the quality characteristics of the final baked product • Discuss the process of handover of the samples to the quality lab for testing • Discuss the environmentally safe practices for the disposal of waste materials from the work area 	
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	
Various tools and equipment (such as mixer, kneader, cutter, slicer, moulder, oven, packaging and sealing machine, shifter, etc.) Packaging material: carton, box, duplex, laminates, decorating items, etc.	

Module 10: Packaging of baked products and post production tasks

Mapped to FIC/N5007 v 2.0

Terminal Outcomes:

- Discuss the standards applicable to the packaging of baked products
- Apply standard work practices to package and label the finished products

Duration: 06:00	Duration: 14:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the various types of packaging materials used in the process • State the differences between primary, secondary and tertiary packaging for baked products • List the type of information to be recorded in the process • Describe how to store the cakes, pastries, pies, tarts and reusable by-products in appropriate environmental conditions • Explain the process of manual packaging • Discuss the steps involved in transferring the baked products for packaging • Summarise the FSSAI standards applicable to the process of packaging and labelling 	<ul style="list-style-type: none"> • Load the packaging material on the machine appropriately • Perform relevant tasks to carry out manual packaging • Monitor the packaging process to ensure wrapping and labelling is being done as per standard norms • Prepare sample records to record details such as name of the product, batch number, time of packing, date of manufacture, date of expiry, other label details, primary and secondary packaging materials for all finished products, storage conditions, etc. as per FSSAI norms • Show how to store the cakes, pastries, pies, tarts and reusable by-products in appropriate conditions
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	
Various tools and equipment (such as mixer, kneader, cutter, slicer, moulder, oven, packaging and sealing machine, shifter, etc.) Packaging material: carton, box, duplex, laminates, decorating items, etc.	

Module 11: Display and dispatch artisanal baked products

Mapped to FIC/N5007 v 2.0

Terminal Outcomes:

- Discuss the tasks to be performed to display, store and dispatch the finished baked products
- Demonstrate the steps to be performed for providing the finished products to the customers

Duration: 08:00	Duration: 22:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the various techniques and materials used to display the baked products attractively • Discuss the standard techniques used to inspect the quality of finished products thoroughly before dispatch • Explain the tasks to be performed to distribute and supply the baked products to individuals and organisations • Discuss the importance of recording information such as quality and quantity of goods supplied, vendor details, customer details, material receipts, time of shipment, etc. • Discuss the standards and FSSAI regulations pertaining to the production, storage, packaging, labelling and transportation of the finished products • State the importance of ensuring a tidy workplace • Discuss the environmental practices to dispose the waste materials safely 	<ul style="list-style-type: none"> • Display the finished products in a manner that looks attractive to the customers • Select and place the baked products in suitable service wares appropriately • Adjust the storage conditions to ensure utmost freshness and quality of baked products • Show how to inspect the quality of finished products thoroughly before dispatch • Roleplay a situation on how to coordinate with vendors for distribution and supply of baked products • Prepare sample records to capture details such as quality and quantity of goods supplied, vendor details, customer details, material receipts, time of shipment, etc. • Show how to ascertain quality and quantity of products being dispatched by referring to the purchase order • Demonstrate the procedure to be followed to clean the work area, tools and equipment and ensure their upkeep • Employ appropriate practices to repair minor faults in tools and equipment • Apply standard work practices to ensure safe disposal of waste
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	

Various tools and equipment (such as mixer, kneader, cutter, slicer, moulder, oven, packaging and sealing machine, shifter, etc.) Packaging material: carton, box, duplex, laminates, decorating items, etc.

Module 12: Basic Food Safety Standards

Mapped to FIC/N9904 v 1.0

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 Bread and Bakery 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)

<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"> • Role play a situation on how to address issues pertaining to food safety and quality reported by the team members • 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 13: Follow Preventive Measures to avoid Accidents

Mapped to FIC/N9903 v 1.0

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	Practical – 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 sign ages 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 	<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 14: Manage Workplace Emergencies

Mapped to FIC/N9903 v 1.0

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 followed provide artificial respiration and cardio-pulmonary resuscitation (CPR) in various instances (e.g., cardiac arrest) • Role play 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 15: Manage Infection Control

Mapped to FIC/N9903 v 1.0

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	Practical – 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 	<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 Role play 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 16: Working Effectively in an Organization

Mapped to FIC/N9902 v 1.0

Terminal Outcomes:

- State the importance of proper communication and teamwork at the workplace
- Role play 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 	<ul style="list-style-type: none"> • Role play a situation on how to obtain information, seek clarifications, reciprocate understanding and provide information accurately and clearly • Role play 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 • Role play a situation on how to take appropriate action to resolve conflicts at the workplace • Role play a situation on how to report incidents of harassment and discrimination to appropriate authority

<ul style="list-style-type: none"> • 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 • 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 17: Material Conservation

Mapped to SGJ/N1702 v 1.0

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• Role play 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 18: Energy/Electricity Conservation

Mapped to SGJ/N1702 v 1.0

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• Role play 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 19: Waste Management/Recycling

Mapped to SGJ/N1702 v 1.0

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	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Sc or graduate/B.Tech/BE	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
"Craft Baker", "FIC/Q5002, V3.0", Minimum accepted score is 80%	"Trainer", "MEP/Q2601, V2.0" with a scoring of minimum 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	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	1	Food processing	

Assessor Certification	
Domain Certification	Platform Certification
"Craft Baker", "FIC/Q5002, V3.0", Minimum accepted score is 80%	"Assessor", "MEP/Q2701, V2.0" with a scoring of minimum 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
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
VACCP	Vulnerability Assessment Critical Control Points
TACCP	Threat Assessment 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