

# Food Handler

QP Code: FIC/Q9012

Version: 1.0

NSQF Level: 2

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## **FIC/Q9012: Food Handler**

### **Brief Job Description**

A food handler is responsible for performing repetitive tasks in the food industry under the guidance and instructions of the Supervisor. They are responsible for preparing for the production, and movements of goods from different sections, and handling primary packaging as well. They are required to adhere to food hygiene standards.

### **Personal Attributes**

Needs to be quality conscious, alert and physically active as well as capable to stand and work for long hours. Should be able to work as per instructions given, be responsible for own outcomes and work in a team.

### **Applicable National Occupational Standards (NOS)**

#### **Compulsory NOS:**

1. [FIC/N9032: Oversee the mechanized assembly line for processed food items](#)
2. [FIC/N9002: Use basic health and safety practices at a food processing workplace](#)
3. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

### **Qualification Pack (QP) Parameters**

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Production
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Credits</b>	7
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/9312.0100

<b>Minimum Educational Qualification &amp; Experience</b>	No formal education prescribed OR Ability to read and write OR Previous relevant Qualification of NSQF Level (1)
<b>Minimum Level of Education for Training in School</b>	Not Applicable
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	16 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	1.0

## **FIC/N9032: Oversee the mechanized assembly line for processed food items**

### **Description**

This unit covers responsibilities of an Food Handler in a mechanized food processing unit overseeing the various stages of processing operations as per organizational policies and standards overseen by the supervisor.

### **Scope**

The scope covers the following :

- Observe the production line, Comply with company standard, Help in Primary Packaging if Food Products.

### **Elements and Performance Criteria**

#### *Feed or load stacking equipment or molds into the machine*

To be competent, the user/individual on the job must be able to:

- PC1.** use appropriate personal protective equipment (PPE) against hazards associated with production as per occupational health and safety guidelines
- PC2.** carry out preliminary safety & hygiene checks of the working area and related inputs
- PC3.** clean the equipment for carrying the food items in various stages of processing properly
- PC4.** place the equipment for carrying the food items in the stacking equipment in correct position and load into the machine as per the instructions given
- PC5.** select appropriate lining materials or agents as per the specifications given and apply it on to food item carrying equipment where required
- PC6.** identify and pick out unacceptable/distorted stacking or food carrying equipment from the conveyer belt to ensure quality maintenance
- PC7.** check and adjust the stacking equipment to avoid blockage/ jam
- PC8.** ensure the equipment, used are clean and clear of any possible problems or malfunctions

#### *Perform basic operations on the machines*

To be competent, the user/individual on the job must be able to:

- PC9.** identify regulatory keys of the machine and key functions
- PC10.** inspect/check machines prior to operation for any mechanical inefficiency and technical problem
- PC11.** Identify and report if technical maintenance is required
- PC12.** set and adjust parameters of food processing machine in accordance as per specification given
- PC13.** monitor the various stages of processing operation to maintain quality standards
- PC14.** Operate machines effectively and safely while working
- PC15.** check and control line speeds, production rates, starting and stopping of equipment, etc. as per the requirements specified
- PC16.** conduct performance check of equipment to maintain effective operating condition

- PC17.** identify and report variation/ technical issues in operating condition
- PC18.** identify anomalies/ variations in operating system and report the issue to the concerned authorised person immediately
- PC19.** identify the appropriate method to shut down the operating system following the necessary guidelines given in the instructions

*Monitor all product pieces passing through the allotted assembly line area*

To be competent, the user/individual on the job must be able to:

- PC20.** monitor pieces passing to confirm that all the items pass through the conveyor belt as per the allotted process
- PC21.** identify and pick out non- conforming product pieces passing through the conveyer belt
- PC22.** place the non-conforming product in a separate box and label the box as per the workplace instruction
- PC23.** Identify and report any operating system issues
- PC24.** confirm the approved product and direct it to the specified belt for packaging
- PC25.** adjust or reset controls of the oven to load the next batch product for immediate action
- PC26.** operate the machine by using the control keys safely and efficiently in line with production requirements
- PC27.** shut down the operating system safely and correctly following the necessary

*Maintain and clean work area and equipment*

To be competent, the user/individual on the job must be able to:

- PC28.** perform basic documentation required like recording the no of batches, etc.
- PC29.** follow workplace hygiene and sanitation practices on the completion of processing activity
- PC30.** return used equipment, tools and other utilities to their respective storage as per organizational guidelines or

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** relevant legislation/regulatory requirements, standards, policies, and procedures followed in the company Regulatory requirements contained in: Food Safety and Standards Regulations 2011, Food Safety and Standards Act,2006, Occupational Health Safety ISO18000, relevant HACCP guidelines, relevant ISO 22000 guidelines, etc
- KU2.** relevant health and safety requirements applicable in the workplace
- KU3.** own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities
- KU4.** reporting structure, inter-dependent functions, lines and procedures in the work area
- KU5.** who to approach for support in order to obtain workrelated instructions,clarifications and support
- KU6.** importance of following health, hygiene, safety and quality standards and the impact of not following the standards on consumers and the business
- KU7.** relevant people and their responsibilities within the workarea
- KU8.** escalation matrix and procedures for reporting work and employment related issues

- KU9.** importance of using personal protective equipment (ppe) against possible occupational hazards while carrying out production activities hazards chemicals, bodily fluids, sharps noise, manual handling, work posture, underfoot hazards, moving parts of machinery, toxic waste etc.
- KU10.** importance of following workplace hygiene and sanitation practices as prescribed in the organizational guidelines
- KU11.** how to obtain job specifications and other relevant production instructions from appropriate authority
- KU12.** various types of mechanized processed food production units
- KU13.** list of various equipment, tools and machines used in processed food production units and their functions
- KU14.** various methods used to avoid contamination while handling food items
- KU15.** different factors that affect result of measurement of ingredients and the relevant corrective steps taken to control them
- KU16.** importance of frequent monitoring, checking and adjusting of equipment settings according to product specifications
- KU17.** reporting protocol of an organization and how to handle emergency situations and consequences due to non-conformance
- KU18.** equipment parameters and how to set them as per organizational standards
- KU19.** main factors that influence product outcome: temperature, volume, time, ratio etc.
- KU20.** technical steps commonly involved in the baking process e.g ingredient mixing/blending, heating, cooling, moulding/shaping, cutting, stacking, filling in containers, etc.
- KU21.** how to load, position or feed the raw material on the machine
- KU22.** various operating parameters in different types of bakery units and which aspect of the production process does it impact
- KU23.** how to identify the operating parameters of the machine
- KU24.** how to enter the operating parameters into the machine
- KU25.** importance of obtaining a sample and inspecting it against the required standard before initiating the complete production process and intermittently
- KU26.** possible quality parameters that may need to be checked to ensure adherence to standard
- KU27.** possible indicators of fault in the equipment or machine
- KU28.** safety and hygiene precautions for packing operation of various types of processed food items
- KU29.** contamination/food safety risks related to stages in the bakery process and related control measures
- KU30.** basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment
- KU31.** the machine sequence for production
- KU32.** the procedures for reporting and dealing with problems
- KU33.** how to monitor and maintain the levels of incoming materials
- KU34.** specification that have to be monitored and inspected the flow of processes supplying the raw material and the effect of outputs on downstream processes
- KU35.** effect of variation in inputs, such as packaging components/consumables, materials and/or services, on process performance

- KU36.** typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems
- KU37.** methods used to monitor the mechanized production process, such as visual inspecting, and measuring and integrity testing as required by the process
- KU38.** emergency and routine shutdowns, when and how to perform the same on the machine
- KU39.** the condition in which the area should be left
- KU40.** sustainable processing methods, environmental issues and controls and handling procedures related to the process
- KU41.** different types of the food standards code, symbols, regulations, labels, weights and other related guidelines relevant to bread and bakery

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** fill logs, forms and formats in local, Hindi or English language for recording production figures, quality related information, machine maintenance related information, etc. whenever needed
- GS2.** take notes in local, Hindi or English language of instructions received from supervisor
- GS3.** document measurement readings in correct mathematical units whenever required
- GS4.** interpret pictorial representations and written signs or instructions on ingredients
- GS5.** read and interpret numbers written in English, Hindi or lo chllan gauge
- GS6.** understand safety symbols on equipment and measurement units used
- GS7.** read the job specification provided in local, Hindi or English language
- GS8.** inform supervisor or team members of equipment issues or any other problems in any language understood locally
- GS9.** take instructions completely so that no instruction is missed or misunderstood
- GS10.** seek clarification and understanding where instructions are not clear in any language understood locally
- GS11.** use common food product or machine related terms and jargons where required
- GS12.** use the quality parameters to take decisions to reject out of specification product
- GS13.** when faced with difficult decisions seek clarification from the supervisor and understand the parameters used by the supervisor to
- GS14.** plan and organize own work in a way that all activities are completed in time and as per specifications



**Assessment Criteria**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Feed or load stacking equipment or molds into the machine</i>	<b>5</b>	<b>18</b>	-	-
<b>PC1.</b> use appropriate personal protective equipment (PPE) against hazards associated with production as per occupational health and safety guidelines	-	-	-	-
<b>PC2.</b> carry out preliminary safety & hygiene checks of the working area and related inputs	-	-	-	-
<b>PC3.</b> clean the equipment for carrying the food items in various stages of processing properly	-	-	-	-
<b>PC4.</b> place the equipment for carrying the food items in the stacking equipment in correct position and load into the machine as per the instructions given	-	-	-	-
<b>PC5.</b> select appropriate lining materials or agents as per the specifications given and apply it on to food item carrying equipment where required	-	-	-	-
<b>PC6.</b> identify and pick out unacceptable/distorted stacking or food carrying equipment from the conveyer belt to ensure quality maintenance	-	-	-	-
<b>PC7.</b> check and adjust the stacking equipment to avoid blockage/ jam	-	-	-	-
<b>PC8.</b> ensure the equipment, used are clean and clear of any possible problems or malfunctions	-	-	-	-
<i>Perform basic operations on the machines</i>	<b>8</b>	<b>25</b>	-	-
<b>PC9.</b> identify regulatory keys of the machine and key functions	-	-	-	-
<b>PC10.</b> inspect/check machines prior to operation for any mechanical inefficiency and technical problem	-	-	-	-
<b>PC11.</b> Identify and report if technical maintenance is required	-	-	-	-
<b>PC12.</b> set and adjust parameters of food processing machine in accordance as per specification given	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> monitor the various stages of processing operation to maintain quality standards	-	-	-	-
<b>PC14.</b> Operate machines effectively and safely while working	-	-	-	-
<b>PC15.</b> check and control line speeds, production rates, starting and stopping of equipment, etc. as per the requirements specified	-	-	-	-
<b>PC16.</b> conduct performance check of equipment to maintain effective operating condition	-	-	-	-
<b>PC17.</b> identify and report variation/ technical issues in operating condition	-	-	-	-
<b>PC18.</b> identify anomalies/ variations in operating system and report the issue to the concerned authorised person immediately	-	-	-	-
<b>PC19.</b> identify the appropriate method to shut down the operating system following the necessary guidelines given in the instructions	-	-	-	-
<i>Monitor all product pieces passing through the allotted assembly line area</i>	<b>5</b>	<b>18</b>	-	-
<b>PC20.</b> monitor pieces passing to confirm that all the items pass through the conveyor belt as per the allotted process	-	-	-	-
<b>PC21.</b> identify and pick out non- conforming product pieces passing through the conveyer belt	-	-	-	-
<b>PC22.</b> place the non-conforming product in a separate box and label the box as per the workplace instruction	-	-	-	-
<b>PC23.</b> Identify and report any operating system issues	-	-	-	-
<b>PC24.</b> confirm the approved product and direct it to the specified belt for packaging	-	-	-	-
<b>PC25.</b> adjust or reset controls of the oven to load the next batch product for immediate action	-	-	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC26.</b> operate the machine by using the control keys safely and efficiently in line with production requirements	-	-	-	-
<b>PC27.</b> shut down the operating system safely and correctly following the necessary	-	-	-	-
<i>Maintain and clean work area and equipment</i>	<b>7</b>	<b>14</b>	-	-
<b>PC28.</b> perform basic documentation required like recording the no of batches, etc.	-	-	-	-
<b>PC29.</b> follow workplace hygiene and sanitation practices on the completion of processing activity	-	-	-	-
<b>PC30.</b> return used equipment, tools and other utilities to their respective storage as per organizational guidelines or	-	-	-	-
<b>NOS Total</b>	<b>25</b>	<b>75</b>	-	-

**National Occupational Standards (NOS) Parameters**

<b>NOS Code</b>	FIC/N9032
<b>NOS Name</b>	Oversee the mechanized assembly line for processed food items
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Production
<b>NSQF Level</b>	2
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## **FIC/N9002: Use basic health and safety practices at a food processing workplace**

### **Description**

This OS unit is about knowledge and practices relating to health, safety and security that candidates need to use in the workplace. It covers responsibilities towards self, others, assets and the environment.

### **Elements and Performance Criteria**

#### *Health and safety*

To be competent, the user/individual on the job must be able to:

- PC1.** use protective clothing/equipment for specific tasks and work conditions protective clothing: coats and aprons; ear plugs or muffs; eye and facial protection; head-wear; mesh aprons; protective boot covers; protective hand and arm covering; protective head and hair covering; uniforms; waterproof clothing; work, safety or waterproof footwear equipment: lifting assistance, respirator
- PC2.** state the name and location of people responsible for health and safety in the workplace
- PC3.** identify job-site hazardous work and state possible causes of risk or accident in the workplace hazards: sharp edged tools; hazardous surfaces(sharp, slippery, uneven, chipped, broken, etc.); physical hazards(working at heights, manual handling, sharp equipment, sharp and piercing objects, excessive noise, confined spaces, obstructions due to unattended carcasses movement along the rails/ conveyors & trolleys, blind turns, poor ventilation, over stacked shelves and packages, etc.) electrical hazards (power supply and points, loose and naked cables and wires, equipment malfunctions, etc.) possible causes of risk and accident: physical actions; listening to and giving instructions; inattention; improper disposal of organic and carcass wastes & fluids; sickness and incapacity (such as drunkenness); health hazards (such as untreated injuries and contagious illness/ zoonotic diseases)
- PC4.** carry out safe working practices while dealing with hazards to ensure the safety of self and others safe working practices: using protective clothing and equipment; putting up and reading safety signs; handle tools in the correct manner and store and maintain them properly; sterilize tools and equipment; prevent organic material and carcass contamination; disinfect work area, keep work area clear of clutter, spillage and unsafe object lying casually; while working with electricity take all electrical precautions like insulated clothing, adequate equipment insulation, use of control equipment, dry work area, switch off the power supply when not required, etc.; safe lifting and carrying practices; use equipment that is working properly and is well maintained; take due measures for safety while working in confined places, trenches or at heights, etc. including good ventilation, lighting etc.
- PC5.** state methods of accident prevention in the work environment of the job role methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors
- PC6.** state location of general health and safety equipment in the workplace general health and safety equipment: fire extinguishers; first aid equipment; safety instruments and clothing; safety installations(e.g. fire exits, exhaust fans)
- PC7.** work safely in and around trenches, elevated places and confined areas
- PC8.** handle food and related materials safely using correct procedures

- PC9.** apply good housekeeping practices at all times good housekeeping practices: clean/tidy work areas, removal/disposal of waste products, protect surfaces, disinfect work areas, clean/clear drains, sterile knives, pest control
- PC10.** identify common hazard signs displayed in various areas various areas: on chemical containers; equipment; packages; inside buildings; in open areas and public spaces, etc.
- PC11.** adhere to relevant food safety policies such as propriety product policy, gloves policy, pest control policy, restrictions on harmful chemicals inside work area during production

#### *Fire safety*

To be competent, the user/individual on the job must be able to:

- PC12.** use the various appropriate fire extinguishers on different types of fires correctly types of fires: class a: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; class b: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; class c: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (these categories of fires become class a, b, and d fires when the electrical equipment that initiated the fire is no longer receiving electricity); class d: combustible metals such as magnesium, titanium, and sodium (these fires burn at extremely high temperatures and require special suppression agents)
- PC13.** demonstrate rescue techniques applied during fire hazard
- PC14.** demonstrate good housekeeping in order to prevent fire hazards
- PC15.** demonstrate the correct use of a fire extinguisher

#### *Emergencies, rescue and first-aid procedures*

To be competent, the user/individual on the job must be able to:

- PC16.** demonstrate how to free a person from electrocution
- PC17.** administer appropriate first aid to victims where required e.g. in case of bleeding, burns, choking, electric shock, poisoning, etc.
- PC18.** demonstrate basic techniques of bandaging
- PC19.** respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments
- PC20.** perform and organize loss minimization or rescue activity during an accident in real or simulated environments
- PC21.** administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases
- PC22.** demonstrate the artificial respiration and the CRP process
- PC23.** participate in emergency procedures emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work
- PC24.** complete a written accident/incident report or dictate a report to another person, and send report to person responsible incident report includes details of: name, date/time of incident, date/time of report, location, environment conditions, persons involved, sequence of events, injuries sustained, damage sustained, actions taken, witnesses, supervisor/manager notified
- PC25.** demonstrate correct method to move injured people and others during an emergency

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** names (and job titles if applicable), and where to find, all the people responsible for health and safety in a workplace
- KU2.** names and location of documents that refer to health and safety in the workplace
- KU3.** meaning of hazards and risks
- KU4.** health and safety hazards commonly present in the work environment and related precautions
- KU5.** possible causes of risk, hazard or accident in the workplace and why risk and/or accidents are possible
- KU6.** possible causes of risk and accident possible causes of risk and accident: physical actions; listening to and giving instructions; inattention; improper disposal of carcass wastes & fluids; sickness and incapacity (such as drunkenness); health hazards (such as untreated injuries and contagious illness/ zoonotic diseases)
- KU7.** methods of accident prevention methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors
- KU8.** safe working practices when working with tools and equipment
- KU9.** safe working practices while working at various hazardous sites
- KU10.** where to find all the general health and safety equipment in the workplace
- KU11.** various dangers associated with the use of electrical equipment
- KU12.** preventative and remedial actions to be taken in the case of exposure to toxic materials exposure: ingested, contact with skin, inhaled preventative action: ventilation, masks, protective clothing/ equipment); remedial action: immediate first aid, report to supervisor toxic materials: solvents, flux, lead
- KU13.** importance of using protective clothing/equipment while working
- KU14.** adherence to environmental management policies
- KU15.** precautionary activities to prevent the fire accident
- KU16.** various causes of fire causes of fires: heating of metal; spontaneous ignition; sparking; electrical heating; loose fires (smoking, welding, etc.); chemical fires; etc.
- KU17.** techniques of using the different fire extinguishers
- KU18.** different methods of extinguishing fire
- KU19.** different materials used for extinguishing fire materials: sand, water, foam, CO2, dry powder
- KU20.** rescue techniques applied during a fire hazard
- KU21.** various types of safety signs and what they mean
- KU22.** appropriate basic first aid treatment relevant to the condition eg. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries, etc.
- KU23.** content of written accident report
- KU24.** potential injuries and ill health associated with incorrect manual handling
- KU25.** safe lifting and carrying practices
- KU26.** personal safety, health and dignity issues relating to the movement of a person by others
- KU27.** potential impact to a person who is moved incorrectly

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write an accident/incident report in local language or english
- GS2.** read and comprehend basic content to read labels, charts, signages
- GS3.** read an accident/incident report in local language or english
- GS4.** question co-workers appropriately in order to clarify instructions and other issues
- GS5.** give clear instructions to coworkers, subordinates and others
- GS6.** make appropriate decisions pertaining to the concerned area of work with respect to intended work objective, span of authority, responsibility, laid down procedure and guidelines
- GS7.** plan and organize their own work schedule, work area, tools, equipment and materials to maintain decorum and for improved productivity
- GS8.** remain congenial while discussing and debating issues with co-workers
- GS9.** follow appropriate protocols for communication based on situation, hierarchy, organizational culture and practice
- GS10.** ask for, provide and receive required assistance where possible to ensure achievement of work related objectives
- GS11.** thank coworkers for any assistance received
- GS12.** offer appropriate respect based on mutuality and respect for fellow works man ship and authority
- GS13.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS14.** identify immediate or temporary solutions to resolve delays
- GS15.** identify sources of support that can be availed of for problem solving for various kind of problems
- GS16.** seek appropriate assistance from other sources to resolve problems
- GS17.** report problems that you cannot resolve to appropriate authority
- GS18.** identify cause and effect relations in their area of work
- GS19.** use cause and effect relations to anticipate potential problems and their solution



**Assessment Criteria**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Health and safety</i>	<b>16</b>	<b>31</b>	-	-
<b>PC1.</b> use protective clothing/equipment for specific tasks and work conditions protective clothing: coats and aprons; ear plugs or muffs; eye and facial protection; head-wear; mesh aprons; protective boot covers; protective hand and arm covering; protective head and hair covering; uniforms; waterproof clothing; work, safety or waterproof footwear equipment: lifting assistance, respirator	2	3	-	-
<b>PC2.</b> state the name and location of people responsible for health and safety in the workplace	1	2	-	-
<b>PC3.</b> identify job-site hazardous work and state possible causes of risk or accident in the workplace hazards: sharp edged tools; hazardous surfaces(sharp, slippery, uneven, chipped, broken, etc.); physical hazards(working at heights, manual handling, sharp equipment, sharp and piercing objects, excessive noise, confined spaces, obstructions due to unattended carcasses movement along the rails/ conveyors & trolleys, blind turns, poor ventilation, over stacked shelves and packages, etc.) electrical hazards (power supply and points, loose and naked cables and wires, equipment malfunctions, etc.) possible causes of risk and accident: physical actions; listening to and giving instructions; inattention; improper disposal of organic and carcass wastes & fluids; sickness and incapacity (such as drunkenness); health hazards (such as untreated injuries and contagious illness/ zoonotic diseases)	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC4.</b> carry out safe working practices while dealing with hazards to ensure the safety of self and others safe working practices: using protective clothing and equipment; putting up and reading safety signs; handle tools in the correct manner and store and maintain them properly; sterilize tools and equipment; prevent organic material and carcass contamination; disinfect work area, keep work area clear of clutter, spillage and unsafe object lying casually; while working with electricity take all electrical precautions like insulated clothing, adequate equipment insulation, use of control equipment, dry work area, switch off the power supply when not required, etc.; safe lifting and carrying practices; use equipment that is working properly and is well maintained; take due measures for safety while working in confined places, trenches or at heights, etc. including good ventilation, lighting etc.	2	3	-	-
<b>PC5.</b> state methods of accident prevention in the work environment of the job role methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors	-	3	-	-
<b>PC6.</b> state location of general health and safety equipment in the workplace general health and safety equipment: fire extinguishers; first aid equipment; safety instruments and clothing; safety installations(e.g. fire exits, exhaust fans)	-	3	-	-
<b>PC7.</b> work safely in and around trenches, elevated places and confined areas	2	3	-	-
<b>PC8.</b> handle food and related materials safely using correct procedures	2	3	-	-
<b>PC9.</b> apply good housekeeping practices at all times good housekeeping practices: clean/tidy work areas, removal/disposal of waste products, protect surfaces, disinfect work areas, clean/ clear drains, sterile knives, pest control	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> identify common hazard signs displayed in various areas various areas: on chemical containers; equipment; packages; inside buildings; in open areas and public spaces, etc.	2	3	-	-
<b>PC11.</b> adhere to relevant food safety policies such as propriety product policy, gloves policy, pest control policy, restrictions on harmful chemicals inside work area during production	2	3	-	-
<i>Fire safety</i>	<b>4</b>	<b>11</b>	-	-
<b>PC12.</b> use the various appropriate fire extinguishers on different types of fires correctly types of fires: class a: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; class b: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; class c: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (these categories of fires become class a, b, and d fires when the electrical equipment that initiated the fire is no longer receiving electricity); class d: combustible metals such as magnesium, titanium, and sodium (these fires burn at extremely high temperatures and require special suppression agents)	1	3	-	-
<b>PC13.</b> demonstrate rescue techniques applied during fire hazard	1	3	-	-
<b>PC14.</b> demonstrate good housekeeping in order to prevent fire hazards	1	3	-	-
<b>PC15.</b> demonstrate the correct use of a fire extinguisher	1	2	-	-
<i>Emergencies, rescue and first-aid procedures</i>	<b>12</b>	<b>26</b>	-	-
<b>PC16.</b> demonstrate how to free a person from electrocution	1	3	-	-
<b>PC17.</b> administer appropriate first aid to victims where required e.g. in case of bleeding, burns, choking, electric shock, poisoning, etc.	1	3	-	-
<b>PC18.</b> demonstrate basic techniques of bandaging	1	3	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC19.</b> respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments	1	3	-	-
<b>PC20.</b> perform and organize loss minimization or rescue activity during an accident in real or simulated environments	1	3	-	-
<b>PC21.</b> administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases	1	2	-	-
<b>PC22.</b> demonstrate the artificial respiration and the CRP process	1	2	-	-
<b>PC23.</b> participate in emergency procedures emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work	1	3	-	-
<b>PC24.</b> complete a written accident/incident report or dictate a report to another person, and send report to person responsible incident report includes details of: name, date/time of incident, date/time of report, location, environment conditions, persons involved, sequence of events, injuries sustained, damage sustained, actions taken, witnesses, supervisor/manager notified	2	2	-	-
<b>PC25.</b> demonstrate correct method to move injured people and others during an emergency	2	2	-	-
<b>NOS Total</b>	<b>32</b>	<b>68</b>	<b>-</b>	<b>-</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FIC/N9002
<b>NOS Name</b>	Use basic health and safety practices at a food processing workplace
<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Fruits and Vegetables, Food Grain Milling, Dairy Products, Meat and Poultry, Fish and Sea Food, Bread and Bakery, Alcoholic Beverages, Aerated Water/Soft Drinks, Soya Food, Packaged Foods
<b>Occupation</b>	Generic
<b>NSQF Level</b>	2
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/09/2021
<b>Next Review Date</b>	19/07/2023
<b>NSQF Clearance Date</b>	19/01/2023

## DGT/VSQ/N0101: Employability Skills (30 Hours)

### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

### Elements and Performance Criteria

#### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

**PC1.** understand the significance of employability skills in meeting the job requirements

#### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

#### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

**PC3.** explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

#### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

**PC4.** speak with others using some basic English phrases or sentences

#### *Communication Skills*

To be competent, the user/individual on the job must be able to:

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team

#### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

#### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

**PC9.** use various financial products and services safely and securely

**PC10.** calculate income, expenses, savings etc.

**PC11.** approach the concerned authorities for any exploitation as per legal rights and laws

#### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

#### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

#### *Customer Service*

To be competent, the user/individual on the job must be able to:

**PC16.** identify different types of customers

**PC17.** identify customer needs and address them appropriately

**PC18.** follow appropriate hygiene and grooming standards

#### *Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services

**KU10.** how to compute income and expenses

**KU11.** importance of maintaining safety and security in financial transactions

- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection



**Assessment Criteria**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC12.</b> operate digital devices and use its features and applications securely and safely	-	-	-	-
<b>PC13.</b> use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
<b>PC14.</b> identify and assess opportunities for potential business	-	-	-	-
<b>PC15.</b> identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
<b>PC16.</b> identify different types of customers	-	-	-	-
<b>PC17.</b> identify customer needs and address them appropriately	-	-	-	-
<b>PC18.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
<b>PC19.</b> create a basic biodata	-	-	-	-
<b>PC20.</b> search for suitable jobs and apply	-	-	-	-
<b>PC21.</b> identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/01/2024
<b>Next Review Date</b>	31/01/2027
<b>NSQC Clearance Date</b>	31/01/2024

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

**Minimum Aggregate Passing % at QP Level : 70**

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

**Minimum Passing % at NOS Level: 70**

(Please note: A Trainee must score the minimum percentage for each NOS separately as well as on the QP as a whole.)

**Assessment Weightage**

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
FIC/N9032.Oversee the mechanized assembly line for processed food items	25	75	-	-	100	40
FIC/N9002.Use basic health and safety practices at a food processing workplace	32	68	-	-	100	50
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>77</b>	<b>173</b>	<b>-</b>	<b>-</b>	<b>250</b>	<b>100</b>

## Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.