



QUALIFICATION FILE

Cooking (WORLD SKILLS)

☐ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☐ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 4.5

Submitted By:

Tourism and Hospitality Skill Council

#1216-1220, 12th Floor, Naurang House, Kasturba Gandhi Marg, Connaught Place

New Delhi - 110001, Landline # 011-41608056/8057 Ext.1102

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Section 1: Basic Details

1.	Qualification Name	Cooking (World Skills)	
2.	Sector/s	Tourism and Hospitality	
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of existing/previous version: NA
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	Cooking (World Skills)	
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-4.5-TH-01826-2024-V1-THSSC	6. NCrf/NSQF Level: 4.5
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>)	Certificate	
8.	Brief Description of the Qualification	<p>The professional chef can work in a wide range of establishments including high-class and casual restaurants, hotels, welfare caterings such as hospitals and residential homes, theme parks, airlines, ships, clubs, retail HMR and Food To-Go, Fast Food outlets, and industrial canteens; providing catering services to both guests and staff. The range of skills and customer expectations will vary according to the workplace. There is also a direct relationship between the nature and quality of the service provided and the payment made by the customer. The professional chef can also deliver different styles of dining such as fine dining, banqueting, casual dining, cocktail dining, canteen and take-away dining, as well as different styles of food service including plated, a la carte, and set menu service, buffet self-service, silver service, canteen counter service, and breakfast service. As well as the skill of cooking, the role of a chef will also demand further skills that relate to cooking in a commercial setting and therefore working towards a budget or expected profit margin. These skills include menu compilation, food costing, purchasing, storage, utilization of food commodities and minimizing wastage, as well as the control, work/time organization, planning, and communication required in managing a kitchen brigade.</p> <p>Professional chefs need to demonstrate outstanding skills in food preparation (with both speed and accuracy), in production (using varied cooking methods and techniques) and in the final presentation and flavor. They are expected to create and adapt dishes that meet the expectations of demanding customers with varying nutritional and religious dietary requirements. Fashions and trends in cuisine also fluctuate, so it is important that the professional chef keeps abreast of these trends and adapts their product and service accordingly The Professional chef needs to be adept at managing food cost and maintaining environmentally-friendly sustainable food production by making use of locally sourced and seasonal ingredients, as well as controlling unnecessary waste by creatively re-using trimmings and reducing ingredient wastage.</p>	

9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" data-bbox="943 183 2123 359"> <tr> <th data-bbox="943 183 1048 279">S. No.</th><th data-bbox="1048 183 1675 279">Academic/Skill Qualification (with Specialization - if applicable)</th><th data-bbox="1675 183 2123 279">Required Experience (with Specialization - if applicable)</th></tr> <tr> <td data-bbox="943 279 1048 319">1.</td><td data-bbox="1048 279 1675 319">12th grade pass</td><td data-bbox="1675 279 2123 319"></td></tr> <tr> <td data-bbox="943 319 1048 359">2.</td><td data-bbox="1048 319 1675 359">Ability to Read and Write</td><td data-bbox="1675 319 2123 359"></td></tr> </table> b. Age: 22 years at the time of WorldSkills competition						S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th grade pass		2.	Ability to Read and Write									
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																						
1.	12th grade pass																							
2.	Ability to Read and Write																							
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	17	11. Common Cost Norm Category (I/II/III) (wherever applicable): I																					
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)																							
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1" data-bbox="943 646 2049 821"> <tr> <th data-bbox="943 646 1227 750">Training Delivery Modes</th><th data-bbox="1227 646 1384 750">Theory (Hours)</th><th data-bbox="1384 646 1541 750">Practical (Hours)</th><th data-bbox="1541 646 1702 750">OJT Mandatory (Hours)</th><th data-bbox="1702 646 1915 750">OJT Recommended (Hours)</th><th data-bbox="1915 646 2049 750">Total (Hours)</th></tr> <tr> <td data-bbox="943 750 1227 790">Classroom (offline)</td><td data-bbox="1227 750 1384 790">84:00</td><td data-bbox="1384 750 1541 790">120:00</td><td data-bbox="1541 750 1702 790">306:00</td><td data-bbox="1702 750 1915 790"></td><td data-bbox="1915 750 2049 790">510:00</td></tr> <tr> <td data-bbox="943 790 1227 821">Online</td><td data-bbox="1227 790 1384 821"></td><td data-bbox="1384 790 1541 821"></td><td data-bbox="1541 790 1702 821"></td><td data-bbox="1702 790 1915 821"></td><td data-bbox="1915 790 2049 821"></td></tr> </table> (Refer Blended Learning Annexure for details)					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	84:00	120:00	306:00		510:00	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	84:00	120:00	306:00		510:00																			
Online																								
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/5120.0200																						
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)																							
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted																							
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																						
18.	Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability:																						
19.	How Participation of Women will be Encouraged	The inclusion of women in the workplace is important as there is an increase in the number of educated women. Despite progress in some areas, women still face significant challenges and barriers to their full participation in the workforce. This can be addressed by formulating policy measures on skilling, job creation and support services. To increase the proportion of women in the workforce, various support measures like childcare facilities, close proximity to the workplace, safe transportation, gender acceleration plans and return to work (allowing women to re-join the workforce after motherhood) should be provided. Organisations should provide flexible work																						

		arrangements like part-time or remote work options. This not only helps the organisation to retain talented women employees, but it also helps women to balance work and family responsibilities.	
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Dr. Sunita Badhwar Email: sunita.badhwar@thsc.in Contact No.: 011-41608056/8057 Ext.1102 Website: www.thsc.in	
23.	Final Approval Date by NSQC: 06 th February 2024	24. Validity Duration: 2 Years	25. Next Review Date 06 th February 2026

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Maintain work organization and management	THC/N0340 & v1.0	Core	4.5	1	6	6	18	-	30	5	10	-	5	20	5
2.	Communicate and provide customer service	THC/N0441 & v1.0	Core	4.5	1	6	6	18	-	30	10	10	-	5	25	5
3.	Understand Food hygiene and health, safety, and environment	THC/N0443 & v1.0	Core	4.5	2	12	18	30	-	60	5	10	-	5	20	15
4.	Handle Ingredients and Develop Menu	THC/N0444 & v1.0	Core	4.5	2	12	18	30	-	60	10	15	-	5	30	5
5.	Prepare Ingredients	THC/N0446 & v1.0	Core	4.5	3	12	18	60	-	90	15	20	-	5	40	25
6.	Apply appropriate cooking techniques	THC/N0447 & v1.0	Core	4.5	3	12	18	60	-	90	10	10	-	5	25	15
7.	Present and plate final dish	THC/N0448 & v1.0	Core	4.5	3	12	18	60	-	90	10	15	-	5	30	20
8.	Purchase ingredients and control costs	THC/N0449 & v1.0	Core	4.5	2	12	18	30	-	60	10	10	-	5	25	10
Duration (in Hours) / Total Marks					17	84	120	306	-	510	75	100	-	40	215	100

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: ____% (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: ____% (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<p>Have a formal and/or recognized certification with proven industrial and/or practical experience in the relevant skill (minimum 10 years).</p> <p style="text-align: center;">OR</p> <p>Have worked as a Jury member/expert in skill competitions and other competitions of similar nature at regional/national levels.</p> <p style="text-align: center;">OR</p> <p>Trained/mentored competitors for India Skills/ WorldSkills competitions (national/ international).</p>
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	

4.	Assessment Mode <i>(Specify the assessment mode)</i>	Offline
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): NA
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): NA
3.	Government /Industry initiatives/ requirement (Yes/No): NA
4.	Number of Industry validation provided: NA
5.	Estimated nos. of persons to be trained and employed: NA
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: NA If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	Attached
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Attached
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	Attached
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Attached
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	Attached
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	Attached
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	Attached
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Attached
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	Attached
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	Attached

11.	Supporting Document: Assessment SOP (Mandatory)	Attached
12.	Any other document you wish to submit:	-

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	Specialized knowledge <ul style="list-style-type: none"> Food hygiene, quality, and safety standards as per organizational policy HACCP (Hazard Analysis and Critical Control Points) standard protocols related to food production, safety and quality standard SOP on personal hygiene Purpose and usage of PPE Storage procedure of food items/ingredients as per food safety guidelines and organizational policy Usage of sterilized/sanitized dishware, kitchenware for food preparation Food preparation techniques like marinating, chopping, slicing, creaming etc. Methods for stock rotation Organizational policies on behavioral etiquette and professionalism Service quality standards as per organizational policies Quality standards for the food ingredients Food preparation techniques like marinating, chopping, slicing, etc. Different types of food ingredients and recipes 	<ul style="list-style-type: none"> A professional chef should have theoretical and practical knowledge of food preparation, its ingredients, methods for stock rotation and understanding of different recipes and dishes. Hence Level 4.5 	4.5

	<ul style="list-style-type: none"> • Cooking methods like boiling, frying, grilling, steaming, sifting, kneading, resting, aerating etc. • Types of tools/equipment required for preparation and cooking dishes • Correct temperatures for cooking different dishes • Operating procedure for appliances such as stoves, ovens, steamers, mixing machines, etc. • Handling procedure of sharp objects in the kitchen such as knife and their safe storage • Correct temperatures and procedures for storing raw/cooked items not for immediate use • Adequate inventory and stock requirements for business continuity • Techniques to avoid accidental risks • Safe waste-disposal techniques organization's policy and work instructions cooking food safely 		
Professional and Technical Skills/ Expertise/ Professional Knowledge	Specialized skills <ul style="list-style-type: none"> • Write labels for identification of products to be stored • Improve and modify own work practices in the kitchen • Assess effort required for any dish preparation • Maintain cordial relationship with co-workers for smooth workflow • Plan, prioritize and sequence work operations to increase efficiency • Improve and modify own work practices in the bakery 	<ul style="list-style-type: none"> • A professional chef has to develop and modify meals to satisfy demanding customers with a range of dietary and nutritional requirements, food trends and fashions change as well, therefore it's critical that the stays up to date with these developments and modifies their offerings accordingly. • They are skilled at 	4.5

	<ul style="list-style-type: none"> Analyse effort required for any dish preparation 	<p>controlling food costs and preserving sustainably produced, eco-friendly cuisine and repurposing trimmings in inventive ways and cutting down on ingredient waste</p> <ul style="list-style-type: none"> A Chef is responsible for preparing kitchen operations, assist other chefs in food preparation and, etc. The person does all this at his own responsibility and ensures that the work is done as per the standards 	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Team readiness, self-entrepreneurship readiness <ul style="list-style-type: none"> Read and write different types of documents/instructions/correspondence Communicate effectively using appropriate language in formal and informal settings Behave politely & appropriately with all Perform calculations efficiently Solve problems effectively Pay attention to details Manage time efficiently Maintain hygiene and sanitization to avoid spread of infection 	<ul style="list-style-type: none"> Hence Level 4.5 A Chef should have good oral and written communication skills, Intermediate literacy and numeracy skills, basic self-employment/entrepreneurial mindset, etc Hence Level 4.5 	4.5
Broad Learning Outcomes/Core Skill	Specialized/ complex jobs/tasks	<ul style="list-style-type: none"> A Chef is responsible for the kitchen operations such as 	4.5

	<ul style="list-style-type: none"> • Perform kitchen operations and food preparation • Follow Health, Hygiene and Safety practices • Ensure minimum food wastage • Prepare dishes as per availability of ingredients • Plate and present final dish 	<p>preparing food and presenting of food while ensuring minimum food wastage , which all happens in a predictable and familiar situation and should under high work pressure</p> <ul style="list-style-type: none"> • Hence Level 4.5 	
Responsibility	<p>Self and team responsibility – Sr. Technician or Master Technician</p> <ul style="list-style-type: none"> • Prepare kitchen for food operations • Prepare and cook veg and non-veg dishes • Assist in serving • Inventory management • Prepare roasted meat/vegetables • Prepare various sauces and soup (hot and cold) • Follow standard safety procedure • Follow effective waste management • Minimize food wastage 	<ul style="list-style-type: none"> • Strict maintenance of the highest level of personal and food hygiene and safety are paramount at all times. Failure to fulfil this requirement can have a devastating impact on a diner's health and well-being, and may cause irreparable damage to the restaurant's reputation and business • Hence Level 4.5 	4.5

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 10

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Sink unit		10
2.	Refrigerator		03
3.	Deep Freezer		03
4.	Working Tables		10
5.	Induction Burners		10
6.	Fry Pans	10"	10
7.	Fry Pans	8"	10
8.	Spatula Wooden 12"		10
9.	Chopping Boards	18"x12"x1.5" - Green/ White	10
10.	Chopping Boards	18"x12"x1.5"- Red	10
11.	Garnish Bowl	SSSmall	10
12.	Mixing Bowl Medium		10
13.	Induction Saucepans		10
14.	lemon Squeezer		10
15.	Measuring Jug	1 Lt. capacity	10
16.	Kitchen Thermometer		10
17.	Non-Stick Pan	10"	10
18.	SS Kitchen Tongs		10
19.	Perforated Spoon	With Handle (Pony) 4" diameter	10
20.	Garbage Can with Lid		10
21.	Squeezy Bottle		10
22.	Chinois (Conical Strainer)		05
23.	Vegetable Grater		10
24.	Weighing Scale		10
25.	Whisk		10
26.	Aluminum Foil		As required
27.	Cling Wrap		As required
28.	Kitchen Dusters		20
29.	Knife 10" blade		10
30.	Knife 5" blade		10

31.	Peeler		10
32.	Storage Pans with lid		10
33.	Ladles		10
34.	Spoons		10
35.	Water Bottles		10
36.	Steel Stock Pot	4 ltr approx.	10
37.	Steel Saucepan	2 ltr approx.	10
38.	Steel Saute Pan		10
39.	Chef Knife		10
40.	Chef Knife (Thick Blade)		10
41.	Pallet Knife		10
42.	Sharpening Steel		10
43.	Whisk		10
44.	Hand Blenders		10
45.	Thermometers		10
46.	Crockery		As required
47.	Platters		As required
48.	Mop		5
49.	Cleaning Agents		As required
50.	Invoice Format	Indent Format	As required
51.	Weighing Machine		05
52.	Storage Containers		30
53.	LPG Cylinders (Gas Bank)		10
54.	Two Gas Burners & Griddle Plate		03
55.	Oven (Gas / Electrical)		03
56.	Chiller And Freezers		02
57.	Ss Kitchen Rack		5
58.	Dry Storage Cabinet		02
59.	Fire Extinguisher	Cease Fire	05

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard/Blackboard
2. Flip Chart
3. Duster
4. Projector
5. Projector screen
6. Computer/ Laptop with charger
7. Power Point Presentation
8. Laptop External Speakers
9. Training kit (Trainer guide, Presentations)
10. Participant Handbook and Related Standard Operating Procedures
11. Markers/Chalk

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
	NA						

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
	NA					

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
NA													

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

1.
2.

Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> • Books/ e-books • Presentations • Reference Material • Audio / Video Modules 	
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> • Self-Learning Videos • Broadcasts • Mobile Learning • Curated Digital content 	
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> • Video Content • E-Resource library 	
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> • Training tools (tools list attached) • Video Play • Presentations • Role play • Demonstrations 	
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> • Online Question Bank • Mobile Quick test app • MCQ based tests • By the Industry Expert as per the WorldSkills parameters 	
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> • Assessment engine for Essays • Up-loadable file examinations • Mock test sessions 	
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> • Online tests • Offline assessments 	

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Maintain work organization and management	Maintain quality standards throughout production, even when under pressure	5	10		5
	Prepare work plans for single dishes and plan schedules for the preparation of a menu.				
	Plan daily work for self and others				
	Co-ordinate all preparatory tasks (mise-en place) prior to service				
	Prioritize work to differentiate important issues from less important ones				
	Optimize workflow				
	Function effectively in every area of the kitchen				
	Account for time and staff resources				
	Detect conflicts, address them and find solutions with the team				
	Apply environmentally sustainable energy saving practices when using cooking equipment				
	Operate all commercial kitchen equipment and technology properly and safely				
	Apply legal requirements for the description and sale of menu items				
	Be responsive and flexible to unforeseen situations				
	Adapt working methods to given situations and be an effective member to the team				
	Make suggestions for improvement of operational procedures				
	Create and adapt recipes with own ideas and develop them further				
	Demonstrate a feel and understanding of ingredients and be able to create dishes without recipes				
	Treat all goods with respect and apply sustainable economic resourcefulness				
	Judge personal performance ability and avoid unnecessary stress				
	Set goals independently and achieve them				
	Take personal responsibility for own continuing professional development				
	Total Marks	5	10		5
Communicate and provide customer service	Pay attention to own cleanliness, personal hygiene, and professional appearance (including dress code) at all times	10	10		5
	Pay attention to work area cleanliness and appearance at all times				
	Communicate effectively with colleagues, teams, and customers				
	Make use of a menu as a sales and communication tool				
	Check dishes produced match the menu description				
	Apply appropriate food service styles to the situation and clientele				
	Place customer service at the heart of decision-making and activities				
	Provide advice and guidance on culinary matters to management, colleagues, and customers				
	Propose solutions and discuss with goal orientated attitude, arriving at agreed solutions				
	Plan and implement meal promotions				
	Plan and implement timings for service delivery				
	Total Marks	10	10		5

Maintain food hygiene and health, safety environment	Work hygienically and practise hygienic food tasting procedures.	5	10		5
	Maintain clean, neat, and tidy workstation, storage, and waste areas.				
	Practice food safety during storage, preparation, cooking, and service (HACCP principles are applied)				
	Prevent cross-contamination, fridge drip-contamination and time-temperature abuse.				
	Store all food items contained, covered, labelled, and dated.				
	Store all non-food commodities, tools, and equipment safely and hygienically.				
	Ensure all equipment and work areas are cleaned to the highest standards.				
	Work safely and uphold accident prevention regulations.				
	Use all tools and equipment safely and according to the manufacturer's instructions				
	Promote health, safety, and environment and food hygiene within the working environment				
	Total Marks	5	10		5
Handle Ingredients and Develop Menu	Advise on procurement of ingredients and equipment	10	15		5
	Select appropriate product quality standards for menus, budgets, and situations				
	Recognize and comply with ingredient labelling				
	Apply nutritional principles in order to comply with guests' expectations and requirements				
	Identify the quality state of ingredients and recognize the signs of quality and freshness, e.g. appearance, aroma, structure, etc.				
	Appraise and reject sub-standard goods				
	Select appropriate products for speciality meals				
	Compose menus for a variety of situations and occasions				
	Be accurate in menu preparation and account for obligatory declarations such as dietary and allergy information				
	Compile menus for a variety of occasions and settings				
	Total Marks	10	15		05
Prepare Ingredients	Make environmentally sustainable choices and use locally sourced meat, poultry, game, offal, seafood, eggs, dairy, fruit, and vegetables currently in season.	15	20		5
	Order and prepare only what is needed for producing sufficient output for a menu				
	Calculate, measure, and weigh correct amounts of products				
	Apply excellent knife skills and common cutting techniques				
	Debone meat, poultry and game cuts and prepare for further processing, and re-use any wastage and trimmings				
	Trim and tie meats, poultry, and game				
	Prepare, portion, and fillet meat, poultry, and game cuts				
	Prepare offal				
	Prepare whole fish for further processing - scale, remove entrails, fillet, and re-use any wastage and trimmings				
	Prepare accepted portions of fish for further processing and cooking				
	Prepare shellfish				
	Prepare and use eggs				
	Prepare and use dairy products				

	Prepare fruits, salad ingredients, and vegetables	15	20		5
	Prepare stocks, soups, sauces, marinades, accompaniments, and dressings				
	Plan and assemble the mise en place for the menu in its entirety with minimal wastage				
	Re-use and utilize unused wastage, trimmings, and mise en place for other applications				
	Make preparations for the production of pastry, bakery products, and desserts				
	Produce a variety of pasta and other farinaceous items				
	Separate waste for recycling and composting				
	Total Marks				
Apply appropriate cooking techniques	Select the appropriate cooking equipment for each cooking method	10	10		5
	Apply correct cooking methods for each ingredient and dish				
	Apply a full range of cookery methods, maximizing the freshness and nutritional value of the ingredient				
	Monitor cooking times and temperatures so as not to dry out, overcook or burn anything				
	Combine and apply various cooking methods simultaneously				
	Account for shrinkage during cooking				
	Follow recipes, adapting them as necessary, and calculate ingredients based on covers required				
	Combine ingredients and assemble dishes to achieve the required result for cold food presentation and cold desserts				
	Produce a wide range of dishes including: Soups and sauces (either hot and/or cold); Starters (either hot and/or cold); Salads and hors d'oeuvres; Fish and shellfish dishes; Meat, poultry, game and offal dishes; Vegetable and vegetarian dishes; Speciality and international dishes; Rice, pasta and farinaceous dishes; Egg dishes Pastry, bakery products, sweets, and desserts				
	Prepare and cook complex dishes combining ingredients to produce interesting and innovative dishes with various flavours and textures (including hot, cold, crisp, soft, moist, dry)				
	Prepare and cook various ingredients to the required point of doneness				
	Prepare regional, national, and international dishes using recipes				
	Prepare and cook dishes for a range of meals including breakfast, lunch, afternoon tea, high tea, and dinner				
	Apply modern technologies and methodologies in food production				
	Total Marks				
Present and plate final dish	Portion the components in the required yield and replicate portions, ingredients, and garnishes across all plates	10	15		5
	Produce harmony of ingredients, colours, preparation methods and plating techniques				
	Display complex techniques and technical skills in the dish presentation				

	Present cold plates and assorted salads				
	Present food items for hot and cold buffets and self-service settings				
	Prepare acceptable edible garnishes and use them for the effective presentation of dishes				
	Adjust preparation and plating styles to service methods				
	Taste dishes and apply seasonings, herbs, and spices to achieve a balanced flavour of taste and aroma				
	Present food attractively to enhance the meal experience and customer appreciation of the food				
	Present food using service equipment such as flat plates, tureens, dishes, etc.				
	Present plated dishes on appropriate service plates or dishes to provide an attractive and pleasing appearance				
	Total Marks	10	15		5
Purchase ingredients and control costs	Select suppliers based on quality, service, range, and price	10	10		5
	Prepare daily requisitions				
	Accurately select/order required food and consumable items to meet the needs of the business				
	Secure best prices, service, and quality from suppliers				
	Complete purchase orders and submit on-line purchase orders on time				
	Receive goods and ensure that the delivery quantity is correct and that the goods are correct and of acceptable quality.				
	Check the delivery documentation against the order documentation for any variations.				
	Store all fresh, frozen, chilled, and ambient food items correctly, ensuring that appropriate storage temperatures and conditions are maintained, and that all products are suitably covered, labelled, and dated.				
	Account for storage losses				
	Estimate cost of storage				
	Align purchase orders with storage capacity				
	Complete ordering, control, and stock records manually or by the use of IT				
	Calculate material costs and selling prices to reach required kitchen profit				
	Monitor and adapt food production and portion control to maintain required profit margins				
	Control wastage by correctly estimating preparation quantities required and by not over-ordering				
	Total Marks	10	10		40
Grand Total		75	100		40

Annexure: Assessment Strategy

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

Mention the detailed assessment strategy in the provided template.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf