



QUALIFICATION FILE

Pâtisserie and Confectionery (WORLS 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

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Section 1: Basic Details

| 1. | Qualification Name | Pâtisserie and Confectionery (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> | Pâtisserie and Confectionery (World Skills) | | | | | | | | | | | |
| 5. | National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i> | QG-4.5-TH-01825-2024-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 | The Pâtisserie and Confectionery trades have highly skilled professionals who produce a wide range of intricate and predominantly sweet items. They produce various confectionery products such as hand finished chocolates, candies, and petits fours for service in hotels and restaurants or for retail in specialist shops and outlets. Pâtissiers/Confectioners produce a full range of hot and cold desserts, cakes, biscuits, and iced products for service in luxury/boutique hotels, restaurants, and pastry shops for retail sale. They may also produce elaborate display pieces using chocolate, sugar, ice, marzipan, or other decorative materials and ingredients. Some may specialize in producing decorated and themed cakes for special events. | | | | | | | | | | | |
| 9. | Eligibility Criteria for Entry for Student/Trainee/Learner/Employee | a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>12th grade pass</td> <td></td> </tr> <tr> <td>2.</td> <td>Ability to read and write</td> <td></td> </tr> </tbody> </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 <i>(as per National Credit Framework (NCrF))</i> | 17 | 11. Common Cost Norm Category (I/II/III) <i>(wherever applicable): I</i> | | | | | | | | | | |
| 12. | Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i> | | | | | | | | | | | | |

| 13. | Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>) | <input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|---|-------------------------|-----------------------------|-------------------|-----------------------|-------------------------|---------------|---------------------|-------|--------|--------|--|--------|--------|--|--|--|--|--|--|--|--|--|
| | | <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>78:00</td> <td>108:00</td> <td>324:00</td> <td></td> <td>510:00</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | Classroom (offline) | 78:00 | 108:00 | 324:00 | | 510:00 | Online | | | | | | | | | |
| Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | | | | | | | | | | | | | | | | | | | |
| Classroom (offline) | 78:00 | 108:00 | 324:00 | | 510:00 | | | | | | | | | | | | | | | | | | | |
| Online | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <i>(Refer Blended Learning Annexure for details)</i> | | | | | | | | | | | | | | | | | | | | | | |
| 14. | Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>) | NCO-2015/7512.9900 | | | | | | | | | | | | | | | | | | | | | | |
| 15. | Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>) | | | | | | | | | | | | | | | | | | | | | | | |
| 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: | 24. Validity Duration: 2 Years | | 25. Next Review Date | | | | | | | | | | | | | | | | | | | | |

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 and Organize Work | THC/N0454 & v1.0 | Core | 4.5 | 1 | 6 | 6 | 18 | - | 30 | 5 | 10 | - | 5 | 20 | 12 |
| 2. | Food hygiene and health and safety | THC/N0455 & v1.0 | Core | 4.5 | 1 | 6 | 6 | 18 | - | 30 | 10 | 10 | - | 5 | 25 | 8 |
| 3. | Prepare Cakes, gateaux, and entremets | THC/N0456 & v1.0 | Core | 4.5 | 3 | 12 | 18 | 60 | - | 90 | 5 | 15 | - | 5 | 25 | 14 |
| 4. | Hot, cold, iced and plated desserts | THC/N0457 & v1.0 | Core | 4.5 | 1 | 6 | 6 | 18 | - | 30 | 5 | 15 | - | 5 | 25 | 13 |
| 5. | Prepare Confectionery and chocolate | THC/N0458 & v1.0 | Core | 4.5 | 3 | 12 | 18 | 60 | - | 90 | 5 | 10 | - | 5 | 20 | 13 |
| 6. | Prepare Miniatures, individual cakes, and petits fours | THC/N0459 & v1.0 | Core | 4.5 | 3 | 12 | 18 | 60 | - | 90 | 5 | 15 | - | 5 | 25 | 13 |
| 7. | Present Creative Designs | THC/N0460 & v1.0 | Core | 4.5 | 3 | 12 | 18 | 60 | - | 90 | 5 | 10 | - | 5 | 20 | 14 |
| 8. | Practice techniques of modelling, moulding, colouring, and presenting | THC/N0461 & v1.0 | Core | 4.5 | 2 | 12 | 18 | 30 | - | 60 | 5 | 10 | - | 5 | 20 | 13 |
| Duration (in Hours) / Total Marks | | | | | 17 | 78.00 | 108.00 | 324.00 | | 510.00 | - | 95 | - | 40 | - | 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) | Have a formal and/or recognized certification with proven industrial and/or practical experience in the relevant skill (minimum 10 years). OR Have worked as a Jury member/expert in skill competitions and other competitions of similar nature at regional/national levels. OR Trained/mentored competitors for India Skills/ WorldSkills competitions (national/ international). |
| 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 (Specify the assessment mode) | 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 <i>(Mandatory)</i> | 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"> • Recipes for different types of pastry/bakery products • Food preparation techniques like marinating, chopping, slicing, creaming etc. • Techniques to check pastry/bakery product for correct colour, flavour, texture quantity and finish • Range of ingredients used in pastry work and confectionery including seasons, availability, costs, storage, and use • The importance of minimization of waste and of sustainability and respect for all ingredients • Responsiveness to unexpected situations and demands • Quality indicators for fresh, preserved, and dry goods • Safe temperature zones for production and service • Methods of production, storage, and presentation of cakes, gateaux, and entremets • Methods for stock rotation • Operating procedure for appliances such as stoves, ovens, steamers, mixing machines, etc. • Different expectations and definitions relating to cakes, gateaux, and | <ul style="list-style-type: none"> • Pâtissiers/Confectioners are skilled in a variety of specialized techniques for creating and embellishing candies and confections. To obtain exceptional results within predetermined timetables, budgets, and dietary restrictions, one must possess both artistic genius and culinary flare in addition to the capacity to operate efficiently and inexpensively. • Hence Level 4.5 | 4.5 |

| | | | |
|--|---|--|--|
| | <p>entremets</p> <ul style="list-style-type: none"> • Combining tastes, textures, and colours effectively • Producing a comprehensive range of entremets effectively incorporating such layers as sponge, biscuit, creams, custards, ganache, jellies, mousses, fruits 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 • Range of classical and contemporary hot, cold, and iced desserts including methods of production, ingredients, alternative presentations, and costs of production • The use and impact of raising agents including yeast, baking powder, egg whites, and any innovative, modern commodities • The types, qualities, and uses of various chocolate couverture and chocolate products • Dietary and allergen information about the ingredients being used to produce confectionery and chocolates and effective substitution possibilities • Specialist tools and equipment used in producing miniatures, individual cakes, and pastries and petits fours • Techniques and methods of modelling, | | |
|--|---|--|--|

| | | | |
|---|---|--|-----|
| | moulding, colouring, and presenting modelled form | | |
| Professional and Technical Skills/ Expertise/ Professional Knowledge | Specialized skills <ul style="list-style-type: none"> • Improve and modify own work practices in the kitchen • Work within given themes • Produce a varied range of products within given timeframes and present at stipulated times • Assess effort required for any dish preparation • Plan, prioritize and sequence work operations to increase efficiency • Improve and modify own work practices in the bakery • Work hygienically, taking responsibility for regulations for food storage, preparation, cooking, and service • Analyse effort required for any dish preparation • Present at optimum safe temperatures • Communicate effectively with colleagues, teams, and clients | <ul style="list-style-type: none"> • Pâtissiers/Confectioners are required to adhere to strict standards of food safety, health, and hygiene as well as to consider the quality of the ingredients they use. They are skilled in a variety of specialized techniques for creating and embellishing candies and confections. To obtain exceptional results within predetermined timetables, budgets, and dietary restrictions, one must possess both artistic genius and culinary flare in addition to the capacity to operate efficiently and inexpensively. • Hence Level 4.5 | 4.5 |
| Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill | Team readiness, self-entrepreneurship readiness <ul style="list-style-type: none"> • Have good interpersonal skills • Read and write different types of documents/instructions/correspondence. • Communicate effectively using appropriate language in formal and informal settings. • Behave politely and appropriately with all. • How to work in a virtual mode | <ul style="list-style-type: none"> • A Pâtissiers/Confectioners at possess advanced technical skills and expertise in their craft. This include mastery of various baking techniques, knowledge of diverse ingredients, and the ability to create intricate and high-quality pastries or confections. They are proficient in business management, marketing, and customer service. | 4.5 |

| | | | |
|---|--|--|-----|
| | <ul style="list-style-type: none"> • Perform calculations efficiently. • Solve problems effectively. • Pay attention to details. • Manage time efficiently. • Maintain hygiene and sanitization to avoid infection | <ul style="list-style-type: none"> • Hence Level 4.5 | |
| Broad Learning Outcomes/Core Skill | Specialized/ complex jobs/tasks <ul style="list-style-type: none"> • Communicate effectively and maintain service standards • Be Responsiveness to unexpected situations and demands • Follow Health, Hygiene and Safety practices • Use ingredients cost effectively and to minimize waste Handling • Ensure Safe temperature zones for production and service • Observe all safety processes and requirements in relation to dietary and allergy information • Waste management when producing | <ul style="list-style-type: none"> • A Pâtissiers/Confectioners imply a high degree of creativity and innovation. They may be adept at developing new and unique recipes, staying abreast of industry trends, and consistently offering innovative and appealing products. • Hence Level 4.5 | 4.5 |
| Responsibility | Self and team responsibility – Sr. Technician or Master Technician <ul style="list-style-type: none"> • Demonstrate inspiration, gastronomic flair and innovation in design and work techniques • Pre-order goods and materials accurately for planned work • Prepare accurate menus and account for obligatory declarations such as dietary and allergy information • Ensure all work areas and equipment are cleaned to the highest standards and equipment is replaced • Produce a comprehensive range of entremets effectively incorporating such layers as sponge, biscuit, creams, | <ul style="list-style-type: none"> • They produce various confectionery products such as hand finished chocolates, candies, and petits fours for service in hotels and restaurants or for retail in specialist shops and outlets. This could entail creating original recipes, presenting them artistically, and using cutting-edge materials or methods. • Pâtissiers/Confectioners take account of the quality of ingredients, respect those ingredients, and work to high | 4.5 |

| | | | |
|--|--|---|--|
| | <p>custards, ganache, jellies, mousses, fruits etc.</p> <ul style="list-style-type: none"> • Produce cakes, gateaux, and entremets to a high quality for taste with appropriate combinations, texture, presentation, and decoration • Produce hot, cold, iced, and plated desserts within time constraints and to a consistently high standard • Use appropriate cooking methods and ensure all products are safe and desirable to eat • Produce and use decorations appropriately including caramelized and candied fruits, nuts, herbs, and chocolate shapes (piped, cut, moulded etc) • Store confectionery, chocolate and chocolate ingredients and products to maximize life and quality • Combine and co-ordinate textures and tastes • Produce finished products within a brief to consistent and accurate quality, weight, and size within set timeframes • Design presentation pieces demonstrating artistic flair, innovation whilst taking account of the client's needs and any restrictions related to the venue or environment • Colour modelled pieces using a variety of techniques including air brushing, painting, flaming, and the use of colours • Observe extreme health and safety procedures when hand-modelling • Creatively and harmoniously design figures in form and colour • Ensure all Health, Safety and Hygiene requirements are followed | <p>levels of food hygiene and health and safety</p> <ul style="list-style-type: none"> • Hence Level 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. | Blenders with whisk attachment | Robot coupe (preferably) | 10 |
| 2. | Inductions | | 10 |
| 3. | Emulsifier | | 05 |
| 4. | Hot Gun | | 05 |
| 5. | Kitchen aid with attachments | | 10 |
| 6. | Weighing scale | | 10 |
| 7. | Gas Torch | | 10 |
| 8. | Microwave | | 03 |
| 9. | Siphon gun | | 05 |
| 10. | Spray machine with cup | | 03 |
| 11. | Whisk | | 10 |
| 12. | Palate knives | | 10 |
| 13. | Pastry brush | | 10 |
| 14. | Wooden spatula | | 10 |
| 15. | Grater | | 10 |
| 16. | Knives | | 10 |
| 17. | Drum strainer | | 10 |
| 18. | Stock pots | | 10 |
| 19. | Non stick pans | | 10 |
| 20. | Ice cream scoop | | 10 |
| 21. | Lemon squeezer | | 10 |
| 22. | Peeler | | 10 |
| 23. | Melon baller | | 05 |
| 24. | Handle strainer | | 10 |
| 25. | Conical strainer | | 10 |
| 26. | Tongs | | 10 |
| 27. | Microwave bowls | | 10 |
| 28. | Water jugs | 3 Liter | 10 |
| 29. | Plastic scrapper | | 10 |
| 30. | Steel scrapper | | 10 |
| 31. | Scissor | | 10 |
| 32. | Nozzle | | 10 |

| | | | |
|------------------------------|--|---------------------|--------------------|
| 33. | Rolling pins | Big | 10 |
| 34. | Ramekins | all sizes | 10 |
| 35. | Bread moulds | | 10 |
| 36. | Glasses | | 20 |
| 37. | Platters | Assorted- all sizes | As per requirement |
| 38. | Elevations | | As per requirement |
| 39. | Tart rings | | 30 |
| 40. | Full trays | | 20 |
| 41. | Silicon mats full | | 30 |
| 42. | bon bon moulds | | 30 |
| 43. | Tweezers | | 10 |
| 44. | Turn table | | 10 |
| 45. | Cake rings | 5,6,7,8 inch" | 3 each |
| 46. | Half trays | | 20 |
| 47. | Perforated silicon mats | | 15 |
| 48. | Chopping boards | All colours | 10 each |
| 49. | Cupcake trays | | 10 |
| 50. | Perforated trays | | 10 |
| 51. | Perforated half silicon mats | | 10 |
| 52. | Paint brush | | 10 |
| 53. | Butter paper | | As per requirement |
| 54. | Cling wrap | | As per requirement |
| 55. | Hand gloves | | As per requirement |
| 56. | Silver foil | | As per requirement |
| 57. | Tissue roll | | As per requirement |
| 58. | Parchment paper | | As per requirement |
| 59. | Scale | | As per requirement |
| 60. | OHP sheets | | As per requirement |
| 61. | Stencil sheets | | As per requirement |
| 62. | Cellophane roll | | As per requirement |
| 63. | Toothpick | | As per requirement |
| ADDITIONAL EQUIPMENTS | | | |
| 64. | Workstation | | 10 |
| 65. | SS Kitchen worktables with granite top | | 10 |
| 66. | SS Sink with attached Taps or dedicated washing area | | 10 |
| 67. | Modeling Tool Kit | | 5 |
| 68. | Duster | | 20 |
| 69. | Blow torch | | 3 |

| | | | |
|-----|--------------------------------------|--|-------------|
| 70. | Cutting Boards (Not Chopping Boards) | | 5 |
| 71. | Scales | | As required |
| 72. | Exacto Knives | | 2 |
| 73. | Bowls (mini) | | 15 |
| 74. | Air Brush | | 05 |
| 75. | Paint Brush | | 10 |

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 and Organize Work | Check and prepare tools and equipment to maximize workflow and efficiency | 5 | 10 | | 5 |
| | Prioritize and plan work effectively to work within a given timeframe | | | | |
| | Show respect for raw materials and finished goods | | | | |
| | Use ingredients cost effectively and to minimize waste | | | | |
| | Pre-order goods and materials accurately for planned work | | | | |
| | Demonstrate inspiration, gastronomic flair and innovation in design and work techniques | | | | |
| | Work within given themes | | | | |
| | Follow detailed written and verbal instructions and copy from images | | | | |
| | Produce portfolios for clients that include images of products and methods of making and presentation, along with visionary statements if requested | | | | |
| | React professionally and effectively to unexpected situations and requests | | | | |
| | Formulate and substitute other ingredients to overcome unforeseen shortages | | | | |
| | Communicate effectively with colleagues, teams, and clients | | | | |
| | Produce a varied range of products within given timeframes and present at stipulated times. | | | | |
| | Total Marks | 5 | 10 | | 5 |
| Food hygiene and health and safety | Work hygienically, taking responsibility for regulations for food storage, preparation, cooking, and service | 10 | 10 | | 5 |
| | Respond effectively to overcome adverse environmental conditions which may not be as expected | | | | |
| | Pay attention to own cleanliness and appearance at all times | | | | |
| | Observe all safety processes and requirements in relation to dietary and allergy information | | | | |
| | Prepare accurate menus and account for obligatory declarations such as dietary and allergy information | | | | |
| | Ensure all work areas and equipment are cleaned to the highest standards and equipment is replaced | | | | |
| | Work safely and uphold accident prevention regulations | | | | |
| | Use tools and equipment safely and within manufacturers' instructions | | | | |
| | Store all commodities and made products safely and hygienically | | | | |
| | Observe service temperatures of all products during production and service, to maintain health and safety | | | | |
| | Total Marks | 10 | 10 | | 5 |
| Prepare Cakes, gateaux, and entremets | Produce a comprehensive range of cakes using various techniques, types of cake and decorations | 05 | 15 | | 05 |
| | Construct and finish a comprehensive range of gateaux demonstrating flair and innovation | | | | |
| | Produce a comprehensive range of entremets effectively incorporating such layers as sponge, biscuit, creams, custards, ganache, jellies, mousses, fruits etc. | | | | |
| | Produce cakes, gateaux, and entremets to a high quality for taste with appropriate combinations, texture, presentation, and decoration | | | | |
| | Ensure yield products are of consistent and accurate size, weight, quality, and appearance, taking account of portion control and costs and minimizing waste | | | | |
| | Combine tastes, textures, and colours effectively | | | | |
| | Present cakes, gateaux, and entremets to maximize appeal and to be appropriate for the occasion, environment, and style of service and within set times | | | | |
| | Serve all cakes at safe and appealing temperatures for consumption | | | | |
| | Total Marks | 5 | 15 | | 5 |

| | | | | | |
|---|--|----------|-----------|--|----------|
| Hot, cold, iced and plated desserts | Produce a comprehensive range of hot, cold, and iced desserts to a consistently high standard with or without allergens and other dietary considerations | 5 | 15 | | 5 |
| | Use appropriate cooking methods and ensure all products are safe and desirable to eat | | | | |
| | Present plated desserts that are tidy, appropriately flavoured, and textured, well-co-ordinated, innovative, and balanced | | | | |
| | Present desserts for service for a range of settings and occasions such as street-food concepts, buffets, banquets and for fine dining | | | | |
| | Produce hot, cold, iced, and plated desserts within time constraints and to a consistently high standard | | | | |
| | Follow instructions, recipes, and dish specifications in order to produce desserts spontaneously by applying prior experience & knowledge | | | | |
| | React to ingredient shortages or changes and supplement appropriately | | | | |
| | Safeguard against over-production | | | | |
| | Utilize excess with other products | | | | |
| | Use methods which are feasible to the equipment available | | | | |
| | Present at optimum safe temperatures | | | | |
| | Total Marks | 5 | 15 | | 5 |
| Prepare Confectionery and chocolate | Temper chocolate couvertures in order to produce a product with shine and “snap” that does not show signs of fat or sugar bloom | 5 | 10 | | 5 |
| | Work with dark, milk, and white chocolate couvertures effectively and economically within limited timescales | | | | |
| | Pipe, fill, layer, cut etc. chocolates and confectionery of even size and character | | | | |
| | Combine and co-ordinate textures and tastes | | | | |
| | Dip and coat products using hand dipping forks to achieve neat and fine coverings | | | | |
| | Use moulds to achieve acceptable lining and capping | | | | |
| | Produce and use ganache effectively | | | | |
| | Present confectionery and chocolates with style for service or sale | | | | |
| | Store confectionery, chocolate and chocolate ingredients and products to maximize life and quality | | | | |
| | Produce and use decorations appropriately including caramelized and candied fruits, nuts, herbs, and chocolate shapes(piped, cut etc.) | | | | |
| | Accurately produce chocolates and confectionery to specific weights and sizes and quantity. | | | | |
| | Minimize and care for waste | | | | |
| | Produce & present a range of confectionery products using a variety of skills and ingredients and pay attention to any overriding dietary factors | | | | |
| | Accommodate unexpected requests and plan work accordingly | | | | |
| | Work systematically and safely with hot products | | | | |
| | Ensure all Health, Safety and Hygiene requirements are followed | | | | |
| | Total Marks | 5 | 10 | | 5 |
| Prepare Miniatures, individual cakes, and petits fours | Produce a comprehensive range of pastries and use them appropriately including puff, short, choux, sweet, sable, etc. | 5 | 15 | | 5 |
| | Produce a comprehensive range of individual cakes, biscuits and petits fours | | | | |
| | Produce finished products within a brief to consistent and accurate quality, weight, and size within set timeframes | | | | |
| | Produce miniatures, individual cakes, and petits fours based on sweet biscuits and cake combinations including | | | | |
| | o Dry cakes and pastries; | | | | |
| | o Glazed and coated cakes and pastries; | | | | |
| | o Mousses; | | | | |
| | o Variety of fillings: sponge, crunchy, creams, jellies etc; | | | | |
| | o Decorations; | | | | |
| | o Fruits | | | | |
| | Present miniatures, individual cakes, and petits fours accordingly to market demands | | | | |
| | Handle piping bag and tubes to produce and present individual products consistently | | | | |
| | Total Marks | 5 | 15 | | 5 |

| | | | | | |
|---|--|-----------|-----------|--|-----------|
| Present Creative Designs | Creative designs that reflect personal style or assigned to them and produce elegance with neat forms and finishing | 5 | 10 | | 5 |
| | Design presentation pieces demonstrating artistic flair, innovation whilst taking account of the client's needs and any restrictions related to the venue or environment | | | | |
| | Produce a chocolate presentation piece employing techniques such as pouring, moulding, cutting, piping, brushing, polishing, and modelling chocolate | | | | |
| | Produce a presentation piece using sugar employing techniques such as poured sugar, pulled sugar, blown sugar, moulded sugar, pastillage, nougatine, etc. | | | | |
| | Produce presentation pieces designed to be eaten | | | | |
| | Colour sugar and chocolate pieces | | | | |
| | Use special tools for sugar and chocolate work with minimum pre-made moulds | | | | |
| | Work effectively from a brief and manage work programme within allotted timescales | | | | |
| | Produce presentation pieces within prescribed sizes, adjust and manipulate to suit changes which may arise | | | | |
| | Total Marks | 5 | 10 | | 5 |
| Practice techniques of modelling, moulding, coloring, and presenting | Hand mould smooth and crack-free marzipan and sugar paste forms to include a theme or topic assigned to them as figures, fruits, animals, flowers, etc. | 5 | 10 | | 5 |
| | Visualize and produce any piece as requested by the client verbally or pictorially | | | | |
| | Produce hand-moulded forms to correct size and weight | | | | |
| | Colour modelled pieces using a variety of techniques including air brushing, painting, flaming, and the use of colours | | | | |
| | When appropriate, effectively use modelling tools such as cutters, moulds, and presses | | | | |
| | Creatively and harmoniously design figures in form and colour | | | | |
| | Present stylish and co-ordinated displays of models | | | | |
| | Decorate with royal icing and chocolate to highlight features | | | | |
| | Observe extreme health and safety procedures when hand-modelling | | | | |
| | Work within time constraints | | | | |
| | Total Marks | 5 | 10 | | 5 |
| | Grand Total | 45 | 95 | | 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 |