



QUALIFICATION FILE

Restaurant Service (WorldSkills)

☐ 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

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Section 1: Basic Details

1.	Qualification Name	Restaurant Service (WorldSkills)											
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>	Restaurant Service (WorldSkills)											
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-4.5-TH-01827-2024-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 restaurant service practitioner provides high quality food and drink service to guests. A food service practitioner generally works in the commercial sector, offering a range of services to customers. There is a direct relationship between the nature and quality of the service required and the payment made by the guest. Therefore, the practitioner has a continuing responsibility to work professionally and interactively with the guest in order to give satisfaction and thus maintain and grow the business. The waiter is the most important person in dealing with guests and creating the right atmosphere in restaurant. It is therefore necessary to have a complete command of serving rules and to know the preparation of special dishes and drinks at the guest's table or in the bar. Basic requirements are skill and resourcefulness, good manners, good interaction with guests and practical ability.											
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): II</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>90.00</td> <td>120.00</td> <td>300.00</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> <i>(Refer Blended Learning Annexure for details)</i>						Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	90.00	120.00	300.00		510.00	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																				
Classroom (offline)	90.00	120.00	300.00		510.00																				
Online																									
14.	Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO-2015/4224.0100																							
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	<p>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, 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.</p>																							
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 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	Weight age (%) (if applicable)
1.	Organize and manage work	THC/N0332 & v1.0	Core	4.5	1	6	6	18		30	5	10		5	20	10
2.	Communicate with customers and show interpersonal skills	THC/N0333 & v1.0	Core	4.5	1	6	6	18		30	10	10		5	25	12
3.	Prepare for service (mise en place)	THC/N0334 & v1.0	Core	4.5	2	12	18	30		60	5	10		5	20	10
4.	Serve food	THC/N0335 & v1.0	Core	4.5	3	12	18	60		90	5	10		5	20	28
5.	Perform beverage Services	THC/N0336 & v1.0	Core	4.5	3	12	18	60		90	5	10		5	20	12
6.	Serve Alcoholic and non-alcoholic Drinks	THC/N0337 & v1.0	Core	4.5	3	18	18	54		90	5	10		5	20	12
7.	Serve Wine	THC/N0338 & v1.0	Core	4.5	2	12	18	30		60	5	10		5	20	8
8.	Perform Coffee Service	THC/N0339 & v1.0	Core	4.5	2	12	18	30		60	5	10		5	20	8

Duration (in Hours) / Total Marks			17	90.00	120.00	300.00		510.00	45	80		40	165	100
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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
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		Trained/mentored competitors for India Skills/ WorldSkills competitions (national/ international).
2.	Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	
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 <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"> FSSAI (Food Safety and Standards Authority of India) guidelines for food safety Occupational health and safety requirements applicable at the workplace State Excise Act regulations and guidelines on serving alcohol. Organizational code of conduct, business etiquette and typical guest profile Types of alcoholic/non-alcoholic beverages in a bar/pub/lounge Government's food and beverage regulations SOP on order taking, serving, and delivery standards. Table settings procedure as per organizational standards Types of alcoholic/non-alcoholic beverages 	<ul style="list-style-type: none"> A restaurant server should know how to do customer service, and should have a knowledge of Food and beverage Services, standards, policies, regulations, payment processing, complaint Handling and organizational SOPs and etc. These are all trade-related facts, and the person needs to have this factual knowledge. Hence Level 4.5 	4.5

	<ul style="list-style-type: none"> • Storage and maintenance procedure for cutlery, condiments, and other dining accessories • Operating procedure of various bar equipment used. • Procedure to present a bill to guest and process payments • Digital payment methods • Procedure for receiving feedback from the guest • SOP and service quality standards to send off the guests • Organizational code of conduct, business etiquette and typical guest profile • Guest handling techniques • Food and beverage combinations • Types of alcoholic/non-alcoholic beverages in the bar • Types of cocktails/mocktails and its garnishes • Cross-selling and up-selling strategies • Latest trends in the beverage industry • Types of coffee/non-coffee beverages in the bar • Digital payment methods • Daily cash management process • Organizational policies on behavioural etiquette and professionalism • Documentation policy and procedures of the organization • Service quality standards as per organizational policies • Complaint handling policy and procedures • SOP on personal hygiene • Procedure of giving and receiving feedback positively • Importance of maintaining confidentiality for competitiveness of an organisation 		
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	<ul style="list-style-type: none"> • Organisation's policy on reporting and managing safety issues • Procedure to manage cleanliness standards at workplace. • Organizational code of conduct, business etiquette, and grooming standards • Organization's pricing, discount policy, and approval matrix • Types of reservation - tentative, waitlisted, confirmed. • Different modes of reservation - written/verbal/online • Cancellation/no-show policies for guests • Peak/lean season for occupancy status and flow of guests • Invoice processing procedure 		
Professional and Technical Skills/ Expertise/ Professional Knowledge	Specialized skills <ul style="list-style-type: none"> • Manage time effectively for prompt and improved guest services. • Coordinate with different departments for smooth workflow • Communicate effectively with guests and co-workers. • Identify immediate or temporary solutions to resolve delays. • Handle day-to-day operational problems pertaining to the work area • Motivate self and colleagues to work effectively • Plan, prioritize and sequence work operations as per job requirements. • Solve problem when required. 	<ul style="list-style-type: none"> • A Restaurant Service needs to have good oral communication skills to deal with supervisors, team members and guests. The person should also be acquainted with the ability to do Multitasking to carry out his duties efficiently. • Hence Level 4.5 	4.5

	<ul style="list-style-type: none"> • Improve work processes by incorporating guests' feedback. • Read and interpret instructions, procedures, information, and signages in the workplace, comments received from guest and supervisor. • Exhibit politeness and courteousness under all circumstances and situations • Interact with co-workers to work efficiently. 		
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 and appropriately with all. • How to work in a virtual mode • Perform calculations efficiently. • Solve problems effectively. • Pay attention to details. • Manage time efficiently. 	<ul style="list-style-type: none"> • A Restaurant Service should have good oral and written communication skills, advanced literacy and numeracy skills, organization and time management skills, good understanding of social, political and work environment, etc. 	4.5
Broad Learning Outcomes/Core Skill	Specialized/ complex jobs/tasks <ul style="list-style-type: none"> • Communicate effectively and maintain service standards • Manage organizational confidentiality and respect guests' privacy • Provide efficient food and beverages service to guests • Perform post-dining activities • Communicate effectively and maintain service standards 	<ul style="list-style-type: none"> • A Restaurant Service is responsible for engage with guests and take orders, providing food & beverages service to guests, perform post dining activities as per the organizational service standards in predictable and familiar situation. • Hence Level 4.5 	4.5

	<ul style="list-style-type: none"> • Maintain organisational confidentiality and respect guests' privacy • 		
Responsibility	<p>Self and team responsibility – Sr. Technician or Master Technician</p> <ul style="list-style-type: none"> • Inspect and organize service and dining area • Greet and receive the guest • Take orders from guest • Serve food and beverage to guest • Present the bill to the guest • Prepare table for next guest • Inspect and organize service and dining area • Greet and receive the guest • Take orders from guest • Serve food and beverage to guest • Present the bill to the guest • Prepare table for next guest • Communicate effectively with guests and colleagues • Manage professional etiquette • Provide specific services as per the guests' requirements • Manage organisational confidentiality • Respect guest's privacy • Manage personal and workplace hygiene • Take precautionary health measures • Follow standard safety procedure • Follow effective waste management 	<ul style="list-style-type: none"> • A Restaurant Service is responsible for his own work such as inspecting and organizing service and dining area, receiving guests, taking guests orders, presenting bills, etc. • Hence Level 4.5 	4

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.	Lockers for Competitor		10
2.	SS Tables for Pantry 42 x 30 x 34 "		6
3.	Steel Almirah for Storage of Alcoholic Beverage		1
4.	Refrigerators 600 LTS		2
5.	Microwave		10
6.	Gas Range with cylinders (table top burners)		10
7.	Wooden tray		10
8.	Salver		10
9.	Wooden Rack for competitor		10
10.	Sink with Cold & Hot Running water in Pantry		2
11.	Salamander		2
12.	SS storage Racks		5
13.	Side Table 6 x 2 feet (sidestation)		As per the requirement
14.	Fine Dining Table 36 x 36 x 30"		5
15.	Fine Dining Chair		4
16.	Tablecloth 6 x 6 feet		20
17.	Napkins (linen) 21 " square		2
18.	Tablecloth Rectangular (to box the table) 8 x 5 feet		2
19.	Waiters Cloths (linen)		2
20.	Molleton for table		10

21.	Dummy Bar with racks at the back for bottle display		
22.	Dusters		20
23.	Electrical Power Points	15 AMP	10
24.	Drinking Water Facility		2
25.	Wiping Cloth		10
26.	Dinner plate 11'		20
27.	Dessert plate 9'		20
28.	B&B plate		20
29.	Tea cup		20
30.	Tea saucer		20
31.	Soup bowl		20
32.	Soup bowl 4.5' Chinese		20
33.	Soup spoon Chinese		20
34.	Service bowl 1 port 6'		20
35.	Service bowl 2 port 7'		20
36.	Service platter 1 port 10'		20
37.	Service platter 2 port 12'		20
38.	Pasta plate 11'		20
39.	Cereal bowl		20
40.	Chutney bowl small		20
41.	Table Cloth		10
42.	Tea spoon		20
43.	Dessert (A.P) spoon		20
44.	Dessert (A.P) fork		20
45.	Soup spoon		20
46.	Dessert knife		20
47.	Table service spoon		20
48.	Table service fork		20
49.	Cloth Napkins		10
50.	Tea strainer		15
51.	Tea Set		20
52.	Water jug		10
53.	Salt and pepper set		10
54.	Tooth pick holder		10
55.	Straw holder		10
56.	Sugar sachet holder		10

57.	Napkin holder		10
58.	Finger bowl large with under liner		20
59.	Entrée dish round with lid (1 portion)		20
60.	Entrée dish round with lid (2 portion)		20
61.	Oval platter Small		20
62.	Oval platter Big		20
63.	Reserved Tag		10
64.	Round Service tray Plastic anti-skid		10
65.	Rectangular Service tray Plastic anti-skid		10
66.	Ash tray		10
67.	Ice Bucket		15
68.	Tom Collins glass		10
69.	Hi ball glass		15
70.	Pilsner glass		15
71.	Decanter small		10
72.	Decanter large		10
73.	Ice Tongs		10
74.	Bread Basket		10
75.	Chopping Board (Coloured coded)	All Colours	10
76.	Carving Knife		10
77.	Wine Glass - Red and white both		30
78.	B&B Knife		20
79.	Rock Glass		30
80.	Martini Glass		30
81.	Margrita Glass		30
82.	Cocktail Shaker		30
83.	Strainer		10
84.	Bar stirrer		10
85.	Peg Measurer		10
86.	Garnish Tray		10
87.	Briming Set		10
88.	Bar runner		10
89.	Muddler		10
90.	Pourer		10
91.	Lemon Squeezer		10
92.	Wine Opener		10

93.	Coffee machine		2
94.	Coffee Bean Grinder		1
95.	A counter for QSR Training with a POS/Computer		5
96.	Hostess Desk		2
97.	Storage cabinet		2
98.	Appropriate software for POS		As required

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 manage self	Present themselves to guests in a professional manner	5	10		5
	Demonstrate personal attributes including personal hygiene, smart and professional appearance, demeanor, and deportment				
	Organize tasks effectively and plan workflows				
	Consistently demonstrate hygienic and safe work practices				
	Minimize waste and any negative impact on the environment				
	Work effectively as part of teams and with other departments				
	Act honestly and ethically in all dealings with customers, colleagues, and the employer				
	Be responsive to unexpected or unplanned situations and effectively solve problems as they occur				
	Engage with continuous professional development				
	Prioritize tasks, especially when serving multiple table				
	Total Marks	5	10		5
Communicate with customers and show interpersonal skills	Greet and seat guests appropriate to service areas	10	10		5
	Provide appropriate advice and guidance to guests on the menu choices, based on sound knowledge				
	Take orders accurately from guests				
	Judge the level of communication and interaction appropriate for each guest or group				
	Communicate effectively with guests appropriate to the setting and the guests' requirements				
	Act politely and courteously				
	Be attentive without being intrusive				
	Check with customers that everything is satisfactory				
	Observe appropriate table etiquette				
	Deal effectively with guests who are difficult or who complain				
	Communicate effectively with guests who have communication difficulties				
	Recognize and respond to any special needs that guests may present				
	Liaise effectively with kitchen staff and staff from other departments				
	Present bills, deal with payments, and bid guests farewell				
	Total Marks	10	10		5
Prepare for service (mise-en place)	Prepare table dressings and decorations	5	10		5
	Ensure that rooms are clean and well presented				
	Prepare restaurants appropriately for meals to be served				
	Place tables and chairs appropriately for expected number of covers				
	Set tables using the appropriate linen, cutlery, glassware, china, cruets, and additional equipment necessary				

	Create a range of napkin folds for different settings and occasions				
	Prepare restaurants for various service styles including breakfast, lunch, afternoon tea, dinner, casual, a la carte, bar, banqueting, and fine dining service				
	Prepare buffet tables for buffet style service including boxing tablecloth				
	Organize and prepare function rooms in readiness for various function formats				
	Organize and prepare sundry supporting areas, for example sideboards, still rooms, and expected accompaniments and condiments for menu items				
	Total Marks	5	10		5
Serve Food	Manage the service cycle for different styles of service	5	10		5
	Use specialist equipment correctly and safely				
	Correct covers as required for dishes to be served				
	Professionally and efficiently serve food for different styles of service, e.g. <ul style="list-style-type: none"> Plated service Silver service/French service Gueridon service Trolley/Voiture service 				
	Serve food from Gueridons				
	Prepare, portion, and serve specialist dishes from Gueridons, including <ul style="list-style-type: none"> Assembly of dishes. Carving of meat, poultry, and wild meat Filleting fish Preparing and carving fruits Creating garnishes for cocktails Using spices in preparing dishes Serving different cheeses Preparing salads and salad dressings Flambé dishes (meat/dessert, seafood, fruit) Preparing main courses, starters, deserts 				
	Demonstrate appropriate flare and theatre				
	Clear plates and other items from customers' tables				
	Crumb down at appropriate times between courses				
	Serve a range of meals including breakfast, lunch, afternoon tea, dinner, casual, a la carte, bar, banqueting, and fine dining service				
	Provide high quality restaurant service in highly specialized or international restaurants				
	Create own dishes (flambé) from ingredient lists				
	Total Marks	5	10		5
Serve Beverages	Serve and clear different types of beverages and drinks	5	10		5
	Prepare and serve beverages from a range of specialist machines: teapots, coffee machines, boilers, blenders, juicers, ice machines, boilers, blenders, juicers, grinders, beverage carbonating systems etc.				

	Use specialist equipment for serve beverages (sommelier knife, opener, strainer, jiggers etc.)				
	Create own specialty beverages with an accepted range of choice				
	Prepare and serve a range of hot and cold drinks				
	Prepare and serve liqueurs including with beverages				
	Prepare and serve silver served hot drinks and their accompaniments				
	Serve teas and coffees at banquets and functions				
	Serve petit fours or sweetmeats as appropriate				
	Prepare cocktails				
	Prepare garnish cocktails				
	Serve beverages, wines, beers, liquors, spirits, cocktails, waters				
	Follow the correct procedures for opening bottles				
	Total Marks	5	10		5
Serve Alcoholic and Non-Alcoholic Drinks	Prepare the service area for the service on alcoholic and non-alcoholic drinks	5	10		5
	Select glassware and accompaniments for the sale and service of alcoholic and non-alcoholic drinks				
	Maintain the highest standards of hygiene and cleanliness during the sale and service of alcoholic and non-alcoholic drinks				
	Serve alcoholic drinks within current legislation about to measures, customers' ages, service times and locations				
	Pour drinks from bottles, for example beers and ciders				
	Measure drinks using appropriate measures				
	Follow recipes for IBA cocktails				
	Prepare, serve, and clear alcoholic and non-alcoholic beverages for different styles of service: • At the table • Reception drink service				
	Prepare and serve different styles of cocktail including: • Stirred • Shaken • Built • Blended • Muddled • Signature				
	Recognize by sight and smell a selection of spirits, aperitifs, and liqueurs				
	Create own alcoholic and non-alcoholic cocktails from ingredient list				
	Total Marks	5	10		5
Serve Wine	Provide informed advice and guidance to the guest on the selection of wine	5	10		5
	Identify a range of wines from aroma, taste, and appearance				
	Interpret information on a wine bottle's label				
	Select and place on the table the appropriate glassware to the chosen wine				
	Present wines to the guest				

	Open wine at the table using accepted equipment. Open wine that has a traditional cork, champagne cork, or screw top				
	Decant or aerate wine when appropriate				
	Offer wine for tasting				
	Pour wine at the table, observing table etiquette				
	Serve wines at their optimum temperature and condition				
	Serve at a reception drinks service, e.g., champagne.				
	Recognize by sight and smell a selection of fortified wines				
	Total Marks	5	10		5
Serve Coffee	Prepare and serve coffee drinks	5	10		5
	Follow the recipes for classic coffee				
	Prepare a range of international coffee specialities				
	Create signature coffee drinks with own choice				
	Use appropriate pouring techniques				
	Decorate coffees				
	Follow appropriate working processes				
	Total Marks	5	10		5
Grand Total		45	80		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