**NSQF QUALIFICATION FILE**
**Approved in 24th NSQC Meeting-NCVET-Dated 17/11/2022**

**NCVET Code**
**2022/FI/FICSI/06457**

## CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

**Name and address of submitting body:**

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

**Name and contact details of individual dealing with the submission**

**Name:** Mr. Sunil K Marwah

**Position in the organisation:** Chief Executive Officer

**Address if different from above:** Same as above

**Tel number(s):** 919711260230

**E-mail address:** ceo@ficsi.in

**List of documents submitted in support of the Qualifications File**

1. Qualification Pack
2. Occupational Map
3. Reports as evidence of need
4. Model Curriculum
    - Indicative list of tools/equipment to conduct the training
    - Trainers' qualification
    - Lesson Plan
    - Distribution of training duration into theory/practical/OJT component

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| **1** | **Qualification Title –**Small Food Business Operator | |
| **2** | **Qualification Code, if any -** FIC/Q9702 | |
| ***3*** | **NCO code and occupation –** NCO-2015/NIL<br>Food Sales and Retail Operations | |
| **4** | **Nature and purpose of the qualification (Please specify whether qualification is short term or long term) -**<br>This is a Qualification Pack (QP), corresponding to Level 2 and includes Five (5) compulsory NOSs.<br>Petty Food Business Operator at work is responsible for the preparation and selling of food products at a particular location.<br>Petty food business operators (FBO) himself manufacture, sells, any article of food or a petty retailer, hawkers, itinerant vendor or a temporary stall holder or small scale or cottage or any such other industries relating to food business operator.<br>Main purpose of the qualification – is to get unemployed people into work and also to up-skill the already employed in the industry. This is a short-term qualification. | |
| **5** | **Body/bodies which will award the qualification** | Food Industry Capacity and Skill Initiative |
| **6** | **Body which will accredit providers to offer courses leading to the qualification** | Food Industry Capacity and Skill Initiative |
| **7** | **Whether accreditation/ affiliation norms are already in place or not , if applicable (if yes, attach a copy)** | Yes |
| **8** | **Occupation(s) to which the qualification gives access** | Food Sales and Retail Operations |
| ***9*** | **Job description of the occupation** | Petty Food Business Operator at work is responsible for the preparation and selling of food products at a particular location.<br>Petty food business operators (FBO) himself manufacture, sells, any article of food or a petty retailers, hawkers, itinerant vendor or a temporary stall holder or small scale or cottage or any such other industries relating to food business operator.<br>The Retail/ Street/ Petty Food Business Operator needs to effectively communicate with the guests and follow the basic food and health safety practices.<br>He should also know and understand the FSSAI registration and licensing requirements. |

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| **10** | **Licensing requirements** | NA |
| **11** | **Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)** | NA |
| **12** | **Level of the qualification in the NSQF** | Level 2 |
| **13** | **Anticipated volume of training/learning required to complete the qualification** | 300 Hrs |
| **14** | **Indicative list of training tools required to deliver this qualification** | White board, Marker, Projector screen, Power Point Presentation, Laptop with charger, Gloves, hair net, shoe cover, soap dispenser, hand sanitizer, ear plugs, masks, aprons/lab coats eye protection, hard hats, gloves, rubber boots, etc., Survey register, Stove, Ovens, Commercial Cylinder, Utensil, Crockery, Cutlery, Water dispenser, Utensils Duster, Cooking furnace, Cart, Cleaning detergent and chemicals, Vending cart |
| **15** | **Entry requirements and/or recommendations and minimum age** | 1. 8th Grade pass<br>2. Grade 5 pass with 3 years of relevant experience<br>3. Ability to read and write with 5 years of relevant experience<br>4. Previous relevant Qualification of NSQF Level 2 with 6 months of relevant experience<br><br>16 years |
| **16** | **Progression from the qualification (Please show Professional and academic progression)** | Food Sales Promoter (level 3) |
| **17** | **Arrangements for the Recognition of Prior learning (RPL)** | The first step consists of on-ground mobilisation to identify the potential candidates for RPL program. Thereafter, candidates are screened to evaluate the existing skillsets and experience for the respective job role. The candidates who have been selected for the RPL program undergo orientation on job-specific skills, soft skills, entrepreneurship, etc. After the training is complete, assessments are conducted as per SSC guidelines and candidates who clear it are provided the certificate aligned to the job role. |

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| 18 | **International comparability (where known (research evidence to be provided)** | Not established yet. |
| 19 | **Date of planned review of qualification** | 17/11/2025 |

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| **20** | **Formal structure of the qualification**<br><br>**Mandatory components** | | | |
| | **Title of component and identification code/NOSs/Learning outcomes** | **Estimated size (learning hours)** | | **Level** |
| **(i)** | Includes 5 Compulsory NOSs -<br><br>I. FIC/N9901: Implement health and safety practices at the workplace<br>II. FIC/N9005: Evaluate and develop entrepreneur skills<br>III. THC/N3009: Prepare for Food Vending Operations<br>IV. THC/N3010: Sell Food to Customers at Vending Location<br>V. DGT/VSQ/N0101: Employability Skills | 10<br><br>30<br><br>30<br><br>20<br><br>12 | 20<br><br>60<br><br>60<br><br>40<br><br>18 | 3<br><br>4<br><br>4<br><br>4<br><br>2 |
| | **Sub Total (A)** | **300 Hrs** | | |

**SECTION 1**
**ASSESSMENT**

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| **21** | **Body/Bodies which will carry out assessment:**<br><br>AoN, Mettl, IQAG, Skills Mantra, Radiant Infonet, Eduvantage, Palmary and TAG. |
| **22** | **How will RPL assessment be managed and who will carry it out?**<br>The assessment body or employer assessors shall be responsible for RPL assessment.<br>In RPL, the candidate has acquired the skills and knowledge while working and requires assessment and certification only. RPL is the acknowledgement of skills and knowledge obtained through:<br>• formal training |

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| | • work experience<br>• life experiences<br>The focus of RPL is the competence gained from these experiences; not how, when or where the learning occurred.<br>**Process or steps in RPL assessments**<br>**1.** Offering RPL to potential candidates<br>**2.** Providing information to the candidate<br>**3.** Evidence collation<br>**4.** Pre-screening & orientation<br>**5.** Self-assessment<br>**6.** Assessment and making the decision<br>**7.** Feedback to the candidate<br>**8.** Documentation of outcomes<br>**9.** Certification |
| **23** | **Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.**<br><br>Assessment will be based on the concept of Independent Assessors empanelled with Assessment Agencies, identified, selected, trained and certified on Assessment techniques. These assessors would be aligned to assess as per the laid down criteria.<br><br>Assessment Agency would conduct assessment only at the training centres of Training Partner or designated testing centers authorized by FICSI.<br><br>Ideally, the assessment will be a continuous process comprising of three distinct steps:<br><br>A. Mid- term assessment<br><br>B. Term / Final Assessment<br><br>Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Therein each Performance Criteria in the NOS will be assigned marks for theory and / or practical based on relative importance and criticality of function.<br><br>This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets / question bank so created by the Assessment Agency will be validated by the industry subject matter experts through FICSI, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.<br><br>The following tools are proposed to be used for final assessment: |

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| | i. Written Test: This will comprise of (i) True / False Statements (ii) Multiple Choice Questions (iii) Matching Type Questions. Online system for this will be preferred.<br><br>ii. Practical Test: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments. Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc. The end product will be measured against the pre-decided MCQ filled by the Assessor to gauge the level of his skill achievements.<br><br>iii. Structured Interview: This tool will be used to assess the conceptual understanding and the behavioural aspects as regards the job role and the specific task at hand. |

Please attach most relevant and recent documents giving further information about assessment and/or RPL.
Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

**ASSESSMENT EVIDENCE**

**Complete a grid for each component as listed in "Formal structure of the qualification" in the Summary.**

*NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.*

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**24. Assessment Evidence**

**Title of Component:**

## Criteria for Assessment of Trainees

**Job Role**: Small Food Business Operator

**Qualification Pack:** FIC/Q9702

**Sector Skill Council:** FICSI

**Guidelines for Assessment**

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

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**Compulsory NOS**

1. **FIC/N9901: Implement health and safety practices at the workplace**

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Ensure food safety and personal hygiene* | **7** | **19** | | |
| PC1. follow relevant practices to avoid product contamination and cross contamination at all stages of food processing operations | 1 | 4 | | |
| PC2. follow organisational procedures for handling items that may cause allergic | 1 | 4 | | |
| PC3. follow Good Manufacturing Practices (GMP) at the workplace<br>Good Manufacturing Practices: location and layout (ergonomics), cleaning and sanitation, equipment and containers, pest control, facilities (lighting, water supply, drainage and waste disposal, air quality and ventilation), food storage, transportation, and distribution | 3 | 7 | | |
| PC4. follow Good Hygiene Practices (GHP) at the workplace appropriately<br>Good Hygiene Practices: use of gloves, hairnets, masks, ear plugs, goggles, shoes etc; washing hands regularly; treating injuries such as cuts, boils, skin infections and grazes; preventive health check-ups ; getting vaccinated whenever required | 2 | 4 | | |
| *Follow safety measures to avoid accidents* | **11** | **24** | | |
| PC5. use protective clothing/equipment for specific tasks and work conditions | 2 | 4 | | |
| PC6. identify job-site hazardous work and possible causes of risk or accident at | 2 | 4 | | |
| PC7. deal with hazards safely and appropriately to ensure safety of self | 2 | 4 | | |
| PC8. use various types of fire extinguishers effectively | 2 | 4 | | |

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| PC9. respond promptly and appropriately to an accident situation or medical | 1 | 4 | | |
| PC10. provide cardio-pulmonary resuscitation (CPR) as per the | 2 | 4 | | |
| *Follow emergency procedures* | **6** | **12** | | |
| PC11. follow workplace emergency and evacuation procedures | 2 | 4 | | |
| PC12. use safe methods to free a person from electrocution | 2 | 4 | | |
| PC13. administer appropriate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning etc. | 2 | 4 | | |
| *Manage infection control* | **6** | **15** | | |
| PC14. use appropriate disinfectants to disinfect the work area and equipment | 3 | 7 | | |
| PC15. ensure personal hygiene by washing hands regularly using alcohol based sanitisers and wearing personal protective equipment (PPE) | 1 | 4 | | |
| PC16. report illness of self and others to the supervisor or concerned authority | 2 | 4 | | |
| **NOS Total** | **30** | **70** | | |

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## Compulsory NOS

### 2. FIC/N9005: Evaluate and develop entrepreneur skills

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Evaluate before starting food processing unit* | **19** | **41** | - | - |
| PC1. self evaluate on the capability to start business, develop business, manage an organization, manage time, handle different people (customers, vendors, government officials, bankers, consultants, etc.),make independent and clear decisions under pressure, physical and emotional stamina work long hours | 5 | 10 | - | - |
| PC2. evaluate the performance of various food processing sectors and sale/market share of various category of processed foods, to decide on starting the food processing sector and food product | 3 | 7 | - | - |
| PC3. choose the right product based on strengths, potential, capability, market demand, profitability, personal preferences | 3 | 7 | - | - |
| PC4. conduct market survey to understand the market trend, market needs, opportunity, competition | 3 | 7 | - | - |
| PC5. review market demand based on competitors, customers, market requirement, current market status etc. | 3 | 7 | - | - |
| PC6. consult with experts, experienced people and family on the ideas developed | 2 | 3 | - | - |
| *Develop Entrepreneur Skills* | **13** | **18** | - | - |
| PC7. acquire knowledge (through training or other sources like reading books) on communication skills, management skills, accounting skills, marketing skills | 1 | 2 | - | - |

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| PC8. develop / acquire technical skills (through training or through work experience) on raw materials handling product processing, product preservation, packaging ,quality control, product storage, processing machineries, relevant food laws and regulations, food safety hygiene and sanitation | 4 | 5 | - | - |
| PC9. develop skills on distribution, sales and marketing (through training or discussing and learning from experienced people) | 4 | 5 | - | - |
| PC10. learn to be realistic and objective while planning business, and discrete in sharing the ideas | 2 | 3 | - | - |
| PC11. acquire knowledge (through training or other sources like reading books) on communication skills, management skills, accounting skills, marketing skills | 2 | 3 | - | - |
| *Perform tasks for FSSAI registration and licensing* | **3** | **6** | | |
| PC12. identify the FSSAI requirements to register their business | 1 | 2 | - | - |
| PC13. identify the FSSAI licensing requirements | 1 | 2 | - | - |
| PC14. acquire FSSAI licensing for their FBO | 1 | 2 | - | - |
| **NOS Total** | **35** | **65** | **-** | **-** |

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## Compulsory NOS

### 3. THC/N3009: Prepare for food vending operations

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Decide vending location* | 10 | 10 | - | 5 |
| PC1. survey different locations for customer accessibility, security, cleanliness, condition of road, prior incidents, etc. | - | - | - | - |
| PC2. identify various state, local permits and licenses needed to set up vending cart in the surveyed area | - | - | - | - |
| PC3. assess customer profile for average income, professions, ethnicity, preferred food and beverages | - | - | - | - |
| PC4. identify the prime hours for each potential location | - | - | - | - |
| PC5. gather information on other vendors' food items, quality, and pricing | - | - | - | - |
| PC6. choose location considering products to be sold and expected income | - | - | - | - |
| *Arrange cart, equipment, and other resources* | 10 | 10 | - | 5 |
| PC7. assess vending cart requirements as per the products to be sold | - | - | - | - |
| PC8. arrange for a vending cart by renting or buying | - | - | - | - |
| PC9. register the food cart as per government policy | - | - | - | - |
| PC10. customize cart as per business requirement | - | - | - | - |
| PC11. arrange for cooking and serving equipment like ovens, stove, utensils, crockery, cutlery, etc. | - | - | - | - |
| PC12. arrange for commercial cylinder, if required | - | - | - | - |

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| **PC13.** plan and create menu for the food items to be sold | - | - | - | - |
| PC14. price the menu items based on target customer profile and competitors' rates | - | - | - | - |
| PC15. assess the number of helpers needed | - | - | - | - |
| PC16. hire employees as per business requirement | - | - | - | - |
| **NOS Total** | **20** | **20** | **-** | **10** |

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## Compulsory NOS

### 4. THC/N3010: Sell food to customers at vending location

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Load food and equipment on cart* | 10 | 10 | - | 5 |
| **PC1.** clean and sanitize the cart, counter top, benches/tables and chairs, and water pots | - | - | - | - |
| **PC2.** clean and disinfect all utensils, cooking and serving equipment and tools like ovens, stoves, cutlery, crockery, etc. before loading | - | - | - | - |
| **PC3.** ensure adequate quantity of supplies are loaded (vegetables, ingredients, meat, spices, cooking oil, fuel, etc.) for the day's operations and plan for additional supplies, if required | - | - | - | - |
| **PC4.** ensure that food items (pre-cooked, semi-cooked food and condiments) and beverages are packed properly (not open or leaking) to avoid any external damage or spillage during travel | - | - | - | - |
| **PC5.** ensure all food items meet food safety standards and can last the day's weather conditions | - | - | - | - |
| **PC6.** store the food items in insulated hot and cold bags or refrigeration unit to keep food at the appropriate temperature | - | - | - | - |
| **PC7.** load the potable water supplies | - | - | - | - |
| **PC8.** ensure the waste disposal unit and first-aid kit are loaded | - | - | - | - |
| *Travel to vending location* | 15 | 15 | - | 5 |
| **PC9.** select the shortest destination route considering the traffic condition to reach the location | - | - | - | - |
| **PC10.** adhere to local and state traffic laws and road regulations while carting or relocating cart | - | - | - | - |
| **PC11.** travel carefully to avoid damage or spillage of the food items | - | - | - | - |
| **PC12.** ensure safety of others on the road and not cause traffic jams or accidents | - | - | - | - |

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| **PC13.** place the cart such that it does not block pathways | - | - | - | - |
| *Set the cart* | **10** | **10** | **-** | **5** |
| **PC14.** make sure that the surrounding area is clean, dry and devoid of any filth | - | - | - | - |
| **PC15.** ensure availability of potable water for cooking and drinking | - | - | - | - |
| **PC16.** set benches or tables and chairs for customer | - | - | - | - |
| **PC17.** ensure proper sanitization by using and placing hand sanitizers on counter, tables, and wash basins | - | - | - | - |
| **PC18.** place attractive banners strategically on the cart to grab attention | - | - | - | - |
| **PC19.** arrange attractively plated food items on display | - | - | - | - |
| **PC20.** display the menu with pricelist and applicable taxes | - | - | - | - |
| **PC21.** ensure compliance with all statutory regulations (e.g. fire safety, waste management, GST, child labour etc.) | - | - | - | - |
| **PC22.** ensure the waste is collected in the dustbin without spilling | - | - | - | - |
| *Cook and serve quality food* | **15** | **15** | **-** | **10** |
| **PC23.** sanitize and clean hands, crockery, cutlery, and cooking utensils and equipment before cooking and serving food | - | - | - | - |
| **PC24.** verify the quality of ingredients and condiments e.g., fresh vegetables, meat, milk, spices to prepare healthy food for the customer | - | - | - | - |
| **PC25.** check the expiry date for all food items | - | - | - | - |
| **PC26.** clear the stock before expiry | - | - | - | - |
| **PC27.** dispose of the expired products | - | - | - | - |

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| **PC28.** greet the customer appropriately | - | - | - | - |
| **PC29.** present the menu or inform the customer about the available items | - | - | - | - |
| **PC30.** take order from the customer | - | - | - | - |
| **PC31.** confirm about any specific requirement | - | - | - | - |
| **PC32.** prepare the order as per recipe | - | - | - | - |
| **PC33.** serve cooked food as per customer's order | - | - | - | - |
| **PC34.** present the bill to the customer and process the payment | - | - | - | - |
| *Perform end of business activities* | **10** | **10** | **-** | **5** |
| **PC35.** clean the cart thoroughly with water, soap, and appropriate cleaning solution and disinfectants at the end of day to avoid accumulation of dirt, stains, fungi or pest infestation | - | - | - | - |
| **PC36.** ensure that work bench, serving equipment, cooking surfaces and equipment such as fryer/wok, juicer, meat slicer, stove, refrigeration unit, etc. are cleaned and maintained as per food safety standards | - | - | - | - |
| **PC37.** empty the garbage bin without spilling the garbage | - | - | - | - |
| **PC38.** segregate and dispose waste in designated bins as per local authority's waste management policy | - | - | - | - |
| **PC39.** ensure there is no stagnant waste water | - | - | - | - |
| **PC40.** ensure drains are not blocked with any leftover items | - | - | - | - |
| **PC41.** clean any litter and sweep the vending area before leaving | - | - | - | - |
| **NOS Total** | **60** | **60** | **-** | **30** |

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## Compulsory NOS

### 5. DGT/VSQ/N0101: Employability Skills

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|---|---|---|---|
| *Introduction to Employability Skills* | 1 | 1 | - | - |
| **PC1.** identify employability skills required for jobs in various industries | - | - | - | - |
| **PC2.** identify and explore learning and employability portals | - | - | - | - |
| *Constitutional values – Citizenship* | 1 | 1 | - | - |
| **PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc. | - | - | - | - |
| **PC4.** follow environmentally sustainable practices | - | - | - | - |
| *Becoming a Professional in the 21st Century* | 2 | 4 | - | - |
| **PC5.** recognize the significance of 21st Century Skills for employment | - | - | - | - |
| **PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life | - | - | - | - |
| *Basic English Skills* | 2 | 3 | - | - |
| **PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone | - | - | - | - |
| **PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English | - | - | - | - |

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| **PC9.** write short messages, notes, letters, e-mails etc. in English | - | - | - | - |
| *Career Development & Goal Setting* | **1** | **2** | **-** | **-** |

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| **PC10.** understand the difference between job and career | - | - | - | - |
| **PC11.** prepare a career development plan with short- and long-term goals, based on aptitude | - | - | - | - |
| *Communication Skills* | **2** | **2** | **-** | **-** |
| **PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings | - | - | - | - |
| **PC13.** work collaboratively with others in a team | - | - | - | - |
| *Diversity & Inclusion* | **1** | **2** | **-** | **-** |
| **PC14.** communicate and behave appropriately with all genders and PwD | - | - | - | - |
| **PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act | - | - | - | - |
| *Financial and Legal Literacy* | **2** | **3** | **-** | **-** |
| **PC16.** select financial institutions, products and services as per requirement | - | - | - | - |
| **PC17.** carry out offline and online financial transactions, safely and securely | - | - | - | - |
| **PC18.** identify common components of salary and compute income, expenses, taxes, investments etc | - | - | - | - |
| **PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation | - | - | - | - |
| *Essential Digital Skills* | **3** | **4** | **-** | **-** |
| **PC20.** operate digital devices and carry out basic internet operations securely and safely | - | - | - | - |
| **PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively | - | - | - | - |
| **PC22.** use basic features of word processor, spreadsheets, and presentations | - | - | - | - |

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| *Entrepreneurship* | **2** | **3** | **-** | **-** |
| **PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research | - | - | - | - |
| **PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion | - | - | - | - |
| **PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity | - | - | - | - |
| *Customer Service* | **1** | **2** | **-** | **-** |
| **PC26.** identify different types of customers | - | - | - | - |
| **PC27.** identify and respond to customer requests and needs in a professional manner. | - | - | - | - |
| **PC28.** follow appropriate hygiene and grooming standards | - | - | - | - |
| *Getting ready for apprenticeship & Jobs* | **2** | **3** | **-** | **-** |
| **PC29.** create a professional Curriculum vitae (Résumé) | - | - | - | - |
| **PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively | - | - | - | - |
| **PC31.** apply to identified job openings using offline /online methods as per requirement | - | - | - | - |
| **PC32.** answer questions politely, with clarity and confidence, during recruitment and selection | - | - | - | - |
| **PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements | - | - | - | - |
| **NOS Total** | **20** | **30** | **-** | **-** |

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| **Means of assessment 1**<br><br>The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria.<br><br>The assessment papers for theory and practical are developed by Subject Matter Experts (SME) available with the Assessment Agency as per the performance and assessment criteria mentioned in the Qualifications. |
| **Means of assessment 2**<br>The assessments for theory are carried out in Offline mode (TAB) and the practical assessments are carried out with the availability of the equipment at the TC, as predefined for the job role. |
| **Pass/Fail**<br>**The minimum total marks to be achieved for being competent are 70% in total.** |

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**SECTION 2**

**25. EVIDENCE OF LEVEL**

**OPTION A**

| **Title/Name of qualification/component:** Small Food Business Operator | | | **Level: 2** |
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| **NSQF Domain** | **Outcomes of the Qualification/Component** | **How the job role relates to the NSQF level descriptors** | **NSQF Level** |
| Process | **Work in familiar, predictable, routine, situation of clear choice**<br>• procure the required quantity of food products from stores, warehouses, etc. as per supervisor's instructions<br>• move food products to the designated place safely in adherence with standard work practices<br>• unpack and sort the food stock at designated place appropriately<br>• label the food products for identification<br>• set the required temperature of refrigeration unit for storing the food products<br>• unpack the food products and materials to be displayed<br>• replenish the out-of-stock food items and replace the damaged food products and dispose them safely | The individual on the job is responsible for own work and learning. | 2 |
| Professional knowledge | **Factual knowledge of field of knowledge or study.** | Factual knowledge of food processing activities which can be performed at workplace | 2 |

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| | • how to identify discrepancies in the stocks received<br>• merchandise, materials and equipment required for food exhibition<br>• how to clean the work area to ensure zero food contamination<br>• safe practices for unpacking the merchandise, materials, equipment and food products<br>• how to check the food products for required fitment for purchase<br>• how to arrange merchandise, materials and equipment used in food exhibitions<br>• standard procedure to display merchandise, labels and price tickets<br>• how to replenish out of stock food products and return extra stock<br>• how to identify damaged food products and dispose them | | |
| Professional skill | **Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.**<br>• inspect the stocks received for desired appropriateness (such as packaging, labelling, quality, etc.)<br>• check whether the food products to be sold are fit for purchase as per standard procedure<br>• identify the customer requirements | Recall and demonstrate practical skill, routine and repetitive in wide range of application, using appropriate tools and quality concepts. | 2 |

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| | by assessing their needs and interests including organoleptic evaluation. Organoleptic evaluation: taste, colour, appearance, odour, etc.<br>prepare sample food items for the customers such as ready-to-eat products<br>• wrap, package or plate food items as per standard practices<br>• calculate sale price information and generate invoice as per the products sold | | |
| Core skill | **Language to communicate written or oral, with required clarity**<br>● provide product information to the customer appropriately. Product information: such as variants, nutritional value, pricing, new launches/promotions, etc.<br>● address customer issues and complaints with respect to the desired food product and services using current and accurate information<br>● record required information (such as spoiled food items, equipment breakdowns, etc.) as per organisational work process<br>● report issues such as faulty equipment, food spoilage, pest infestations, etc. to the supervisor<br>● read and interpret information (symbols, dimensions, terminology, | Language to communicate written or oral, with required clarity, skill to lift heavy weights; physical endurance; physical condition appropriate with the demands of the position. | 2 |

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| | dates etc.) given in local language or Hindi | | |
| Responsibility | **Responsibility for own work and learning**<br>• monitor the display for appearance and required levels of cleanliness periodically as per work schedule<br>• plan tasks to be performed as per priority and need<br>• obtain complete information and instructions from designated personnel<br>• report discrepancies in the stocks received to the concerned authority<br>• clean the work area thoroughly before placing the materials for merchandising<br>• monitor the display for appearance and required levels of cleanliness periodically as per work schedule<br>• coordinate with the concerned person for any system errors | The individual on the job is responsible for own work and fully responsible for other's work and learning. | 2 |

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**SECTION 3 EVIDENCE OF NEED**

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| **26** | **What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?**<br><br>**Need**<br>During the industry interactions carried out while creating occupational maps and prioritization of job roles for Qualification Pack development, the mentioned qualification was indicated as a key requirement by the industry. Governing Council of FICSI shared the final approval for the development of the role.<br>In addition, the NSDC Human Resource and Skill Requirement study has indicated a strong growth across categories for the food processing segment. In the past, this QP was endorsed through 3 workshops with stalwarts from the food processing industry.<br><br>**Validations**<br>Industry validation documents will be attached separately.<br><br>**Uptake**<br>As per the NSDC Human Resource and Skill Requirement study, the growth of the Food Processing Sector has been farther than agricultural growth. The sector is poised for strong growth in the next five years, and by 2022, the Food Processing Industry is expected to generate about 44.34 lakh new jobs, primarily entry-level and supervisory profiles.<br>The study endorses that a large portion of the incremental requirement in overall Food Processing sector would be from Food Processing Industry. The same view has also been shared in the industry workshops and interactions with participation from stalwarts in the Food Processing industry. |
| **27** | **Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences**<br>The same has been obtained from Ministry of Food Processing Industry (MoFPI). |
| **28** | **What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification**<br>This qualification is a new qualification for training requirements and aligned as per latest NCVET guidelines.<br>The qualification discussed above is checked for any duplication across sectors. Given the qualification is niche to Food Processing sector, there is no duplication or pre-existing similar qualifications.<br>This QP has been developed keeping in mind the industry requirements. |

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| **29** | **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here**<br>The qualification packs will be reviewed and checked for relevance and fitment to the current market scenario as per industry standards, after a period of 3 years. Also, there will be a sustainability plan in place to maintain relevance of the final QP. |

**SECTION 4** EVIDENCE OF PROGRESSION

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| **30** | **What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**<br>***Show the career map here to reflect the clear progression***<br><br>Occupational and career maps indicating horizontal and vertical mobility have been created and are being used.<br>The career progression would be as follows<br><br>**Small Food Business Operator-Level 2** → **Food Sales Promoter- Level 3** |

Please attach most relevant and recent documents giving further information about any of the topics above.
Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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