



Model Curriculum

QP Name: Chef De Partie

QP Code: THC/Q0404

QP Version: 3.0

NSQF Level: 5

Model Curriculum Version: 3.0

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Training Parameters

Sector	Tourism and Hospitality
Sub-Sector	Hotels/Restaurant
Occupation	Food Production & Kitchen
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/ 3434.0100
Minimum Educational Qualification and Experience	<p>12th Grade Pass with 7-year relevant experience including apprenticeship</p> <p>OR</p> <p>Completed UG/ 2-year diploma in relevant field with 5-year relevant experience</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 4 with 3-year relevant experience</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 4.5 with 1.5 years relevant experience</p>
Pre-Requisite License or Training	NA
Minimum Job Entry Age	24 years
Last Reviewed On	31/01/2024
Next Review Date	31/01/2027
NSQC Approval Date	31/01/2024
QP Version	3.0
Model Curriculum Creation Date	31/01/2024
Model Curriculum Valid Up to Date	31/01/2027
Model Curriculum Version	3.0
Minimum Duration of the Course	570 Hours, 0 Minutes (Including ES and OJT)
Maximum Duration of the Course	570 Hours, 0 Minutes (Including ES and OJT)

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner will be able to:

- Perform the tasks of managing the kitchen inventory and food production operation in the designated section
- Apply appropriate practices to assist the Sous or Head Chef in human resource and administrative operations
- Prepare the work schedule for the Junior Chefs or Commis
- Apply appropriate practices to promote effective communications with guests, colleagues, and superiors to achieve a smooth workflow
- Employ appropriate practices to ensure gender and age-sensitive service practices
- Describe the protocols to protect confidentiality of the organizational information and guests' privacy
- Apply appropriate practices to monitor health, hygiene, and safety standard at the workplace

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
THC/N0409 & V3.0: Supervise Kitchen Operations in the Designated Section NSQF Level 5	67:00	68:00	75:00	00:00	210:00
Module 1: Introduction to Food Production & Kitchen and Chef-De- Partie	02:00	00:00	00:00	00:00	02:00
Module 2: Manage the Inventory in the Designation Section	35:00	45:00	30:00	00:00	110:00
Module 3: Manage Food Production Operations	30:00	23:00	45:00	00:00	98:00
THC/N0410 & V3.0— Assist in Human Resource and Administrative Operations NSQF Level 5	68:00	67:00	45:00	00:00	180:00
Module 4: Assist in Human Resource and Administrative Operations	68:00	67:00	45:00	00:00	180:00
THC/N9902 & V2.0 –	15:00	15:00	00:00	00:00	30:00

Ensure Effective Communication and Service Standard at Work Place NSQF Level 5					
Module 5: Promote Effective Communication and Service Standard	15:00	15:00	00:00	00:00	30:00
THC/N9910 & V4.0 – Ensure to Maintain Organizational Confidentiality and Guest's Privacy NSQF Level 5	15:00	15:00	00:00	00:00	30:00
Module 6: Organizational Confidentiality and Guest's privacy	15:00	15:00	00:00	00:00	30:00
THC/N9907 & V2.0 – Monitor and Maintain Health, Hygiene and Safety at Workplace NSQF Level 5	15:00	15:00	00:00	00:00	30:00
Module 7: Monitor Health and Safety Standard	15:00	15:00	00:00	00:00	30:00
DGT/VSQ/N0103: Employability Skills & V1.0 (90 Hours)	40:00	50:00	00:00	00:00	90:00
Module 8. Introduction to Employability Skills	01:30	01:30	00:00	00:00	03:00
Module 9. Constitutional values - Citizenship	0:30	01:00	00:00	00:00	01.30
Module 10. Becoming a Professional in the 21st Century	02:00	03:00	00:00	00:00	05.00
Module 11. Basic English Skills	04:00	06:00	00:00	00:00	10:00
Module 12. Career Development & Goal Setting	01:00	03:00	00:00	00:00	04:00
Module 13. Communication Skills	04:00	06:00	00:00	00:00	10:00
Module 14. Diversity & Inclusion	01:00	01:30	00:00	00:00	02.30
Module 15. Financial and Legal Literacy	05:00	05:00	00:00	00:00	10:00
Module 16. Essential Digital Skills	10:00	10:00	00:00	00:00	20:00
Module 17. Entrepreneurship	03:00	04:00	00:00	00:00	07:00
Module 18. Customer	04:00	05:00	00:00	00:00	09:00



Service					
Module 19. Getting Ready for Apprenticeship & Jobs	04:00	04:00	00:00	00:00	08:00
Total Duration	220:00	230:00	120:00	00:00	570:00

Module Details

Module 1: Introduction to Hotel or Restaurant and Chef-de Partie Bridge Module

Terminal Outcomes:

- Outline the overview of Skill India Mission
- Describe the scope of Tourism and Hospitality Industry
- Define the roles and responsibilities of a Chef De Partie
- Explain the scope of work for a Chef De Partie

Duration: 02:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the objectives and benefits of the Skill India Mission • Describe the Tourism and Hospitality Industry and its sub-sectors • Elaborate the hierarchy of hotel of small, medium and large establishments • Discuss various facilities and amenities in the Hotel Industry • Explain basic terminology used in Food Production & Kitchen service • Discuss inter and intra departmental coordination of Food Production & Kitchen service with other departments • Elaborate the job role and job opportunity for Chef De Partie in the Tourism and Hospitality Industry 	NA
Classroom Aids	
Whiteboard, Markers, Duster, Projector, Laptop, Presentation	
Tools, Equipment and Other Requirements	
NA	

Module 2 Manage the Inventory in the Designation Section

Mapped to THC/N0409 & v3.0

Terminal Outcomes:

- Describe the procedure of estimating the inventory requirement for the kitchen operation
- Apply appropriate procedure to maintain the quality standard for the food ingredients and food
- Discuss the stock rotation method

Duration: 35:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the legislation, standards, policies, and procedures followed in the organization • Discuss various techniques of resource management and inventory management • Discuss various types of tools and equipment required for preparing and cooking dishes • Describe various types of food ingredients and recipes to be prepared as per the standards • Discuss about stock requirements for business continuity and importance of maintaining adequate inventory and supplies at the cooking station • Explain the stock rotation procedure for kitchen inventory • Discuss the procedure to handle the sharp objects in the kitchen such as knife and safe storage • Elaborate the storage procedure of food items/ingredients as per standards • Discuss the procedure to maintain the quality standard for the food ingredients and importance of maintaining the quality control of the stock and prepared food 	<ul style="list-style-type: none"> • Apply appropriate procedure to identify the resource requirement and anticipate the shortage for the designated area • Roleplay on how to communicate the shortages of the resources to the Sous/Head chef • Apply appropriate practices to maintain par level of food and ingredients for the assigned section of the kitchen • Employ appropriate practices to order, prepare, and keep the common ingredients including vegetables, spices, etc. stocked for the cooking stations • Apply applicable procedures to make sure that the good stock and waste control is properly maintained in the assigned section • Show how to check the expiry dates and food items for proper storage in the section
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Sample estimation and Required inventory (Vegetable, Spices, Other ingredients, etc.)	

Module 3: Manage Food Production Operations

Mapped to THC/N0409 & v3.0

Terminal Outcomes:

- Describe the procedure to manage the food production operation
- Prepare specific food items for the assigned section
- Apply appropriate practices to assist the Sous or Head Chef in delivering the food as per the standard

Duration: 30:00	Duration: 23:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Elaborate the food hygiene, quality, safety standards, occupational health, etc. as per FSSAI, HACCP, and other guidelines • Explain the operating procedure for kitchen equipment and appliances such as stoves, ovens, steamers, mixing machines, etc. • Elaborate on the principles of food preparation and cooking and various types of the traditional and modern cuisine • Discuss various traditional, classical and modern skills and techniques, culinary science and contemporary styles, including the effects of preparation, cooking, and finishing methods on the prepared food items • Discuss the quantity of ingredient to be used in each recipe for all the items on the menu • Explain correct temperatures and procedures for cooking different dishes and storing the raw and cooked items, not for immediate use • Discuss different recipes and their cooking as well as presentation methods (like garnishing) of various food items • Describe various cooking and finishing methods used to produce advanced dishes • Discuss various ways to maximize yield and quality, and minimize wastage of ingredients • State the importance of production, preparation, and presentation of food are of the highest quality at all times 	<ul style="list-style-type: none"> • Apply appropriate practices to ensure cleanliness, hygiene, safety, and correct use and proper organization of equipment and utensils in the designated section • Roleplay on how to coordinate daily tasks with the Sous/Head Chef as per the standards • Apply proper procedures to ensure that all preparation of the designated section is complete and ready for service • Demonstrate how to prepare specific food items and meal components at the designated section • Show how to handle all food products at the right temperature as per preservation standards • Employ appropriate techniques to oversee the maintenance of kitchen and food safety standards • Dramatize a situation on how to assist Sous or Head Chef in delivering the required standard of food • Apply appropriate inspection method to check for plating accuracy (garnish, correct serving dish, etc.) • Employ appropriate quality control procedures to maintain quality and quantity control in all aspects, from portion control to freshness of the product

Classroom Aids

Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures

Tools, Equipment and Other Requirements

Sample recipes, Required ingredients, Food items, Kitchen equipment and appliances, such as stoves, ovens, steamers, mixing machines, etc.

Module 4: Assist in Human Resource and Administrative Operations

Mapped to THC/N0410 & V3.0

Terminal Outcomes:

- Apply appropriate practices to assist the Sous or Head Chef in managing the human resources of the designated section
- Perform the tasks of assisting the Sous or Head Chef in administrative activities

Duration: 68:00	Duration: 67:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Elaborate the standards health and safety regulations, the staff code of conduct, and other policies to be compliance with and the significance of the same • Explain the standard kitchen policies and basics of kitchen operating procedures for the Hotel Industry • Discuss the procedures of routine maintenance for various kitchen tools, equipment, and appliances • Describe the procedure to prepare work schedule and delegate and debrief the tasks for the team members • Explain the basics of kitchen operations and food preparation methods • Explain various ways to give constructive feedback, team management techniques and effective conflict management strategies • Elaborate the procedure of conducting the training for the team members • State the importance of wearing appropriate and professional outfit for the staff • Discuss various menu items and dishes that meet business and customer requirements and produces as per various taste, allergens, diet, and nutrition 	<ul style="list-style-type: none"> • Draft a sample work schedule for the junior chefs or commis • Apply appropriate practices to delegate the jobs appropriately to junior chefs and apprentices • Roleplay on how to support the Junior Chefs in their development and ensure effective communication between the staff • Apply appropriate procedures to train and supervise junior chefs, regarding the best practices, safety, cleanliness standards, etc. • Dramatize a situation on how to provide feedback to the staff to ensure maximum productivity and handle the conflict among the team members • Employ proper practices to assist in administrative operations, designing kitchen operations as per flow of materials, estimated time, availability of staff, infrastructure etc. and to recommend appropriate changes or improvement in kitchen operations as per the standards • Dramatize a situation to report malfunctioning of any tool, equipment and appliances to the Sous Chef • Employ proper procedures to assist the Sous/Head Chef in creating menu items, recipes and developing dishes • Roleplay on how to establish and maintain effective inter-departmental working relationships at workplace
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Sample work schedule, sample feedback form, Sample menu, Sample recipe etc.	

Module 5: Promote Effective Communication and Service Standard

Mapped to THC/N9902 & V2.0

Terminal Outcomes:

- Apply appropriate practices while communicating effectively with guests, team members, and superiors
- Employ appropriate expertise to promote professional etiquette
- Perform the steps of ensuring sensitization towards different age groups, gender and persons with disabilities

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace • Explain the importance of maintaining hygiene and wearing designated uniform • Discuss the importance of effective communication • Explain the importance of guest satisfaction and guest feedback • Outline the procedure and policy of handling complaints and feedback constructively • Discuss different ways to enhance guest experience • Describe various ways to handle team members • Discuss different ways to provide feedback to the team members • Explain the importance of gender and age sensitivity • Discuss gender and age-specific requirements of the guests • Discuss the specific needs of People with Disabilities • Discuss the standard policy to prevent Sexual harassment at workplace • Discuss the importance of timely submission of guests' feedback 	<ul style="list-style-type: none"> • Demonstrate the standard procedure to welcome and greet the guests • Dramatize personal integrity and communication etiquette while interacting with guests, colleagues, and superiors • Role play a situation on how to handle guests' dissatisfaction and complaints effectively • Employ appropriate practices to motivate the team members to maintain communication etiquette, provide peer feedback, and adhere to the dress code • Role play how to ensure behavioural etiquette towards all ages, genders and differently abled people as per specification • Prepare a sample report regarding guests' feedback
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, Organisation structure	

Module 6: Organizational Confidentiality and Guest's Privacy

Mapped to THC/N9910 & v4.0

Terminal Outcomes:

- Explain how to protect the confidentiality of the organization
- Perform the activities to protect the privacy of guest information

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the significance of ensuring organizational confidentiality and guest privacy in the hospitality industry • Discuss the Intellectual Property issues and policies affecting the organization and guest privacy • Explain the procedures to protect the infringement of IPR to the concerned person • Discuss the usage, storage and disposal procedures of confidential information as per specification 	<ul style="list-style-type: none"> • Employ appropriate ways to ensure usage, storage and disposal of the organisational and guest information
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Handouts of IPR guidelines and regulations	

Module 7: Monitor Health and Safety Standard

Mapped to THC/N9907 & v2.0

Terminal Outcomes:

- Perform the activities of ensuring health, hygiene, and safety practices at workplace
- Explain standard ways to prevent health issues
- Describe how to minimize potential risks and hazards
- Employ effective waste management techniques

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the concept and importance of personal and workplace hygiene • Discuss procedure to maintain personal hygiene • Explain the compliance norms to ensure cleanliness and sanitization of the workplace and related equipment • Describe standard safety procedures to be followed while handling tools, material, and equipment • Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace • Explain the importance of preventive health check-up organized by the company • List the components of the first-aid kit • Describe the methods to minimize accidental risks and potential hazards in the workplace • Explain different safety warning signs and labels at workplace • Discuss ways to identify and segregate different types of waste at the workplace • Explain the procedure to report accident and other health related issues as per SOP 	<ul style="list-style-type: none"> • Employ appropriate inspection method to ensure routine cleaning and sanitization of tools, equipment, crockery and other articles • Dramatize a situation to ensure work area is clean, hygienic and hazard free • Demonstrate how to use and dispose of relevant protective equipment as per tasks and work conditions • Apply appropriate practices to follow basic first-aid procedures by self and team members • Apply effective waste management procedures at the workplace depending on the types of waste • Role play a situation on reporting safety and security issues to the concerned authority • Prepare a sample incident report
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher, First aid kit, Relevant Standard Operating Procedures and Sample reports	

Module 8: Introduction to Employability Skills

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

Duration: 01:30	Duration: 01:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Outline the importance of Employability Skills for the current job market and future of work • List different learning and employability related GOI and private portals and their usage 	<ul style="list-style-type: none"> • Research and prepare a note on different industries, trends, required skills and the available.
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 9: Constitutional values - Citizenship

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

Duration: 00:30	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen 	<ul style="list-style-type: none"> • Demonstrate how to practice different environmentally sustainable practices
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 10: Becoming a Professional in the 21st Century

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate professional skills required in 21st century

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss relevant 21st century skills required for employment 	<ul style="list-style-type: none"> • Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life • Create a pathway for adopting a continuous learning mindset for personal and professional development
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 11: Basic English Skills

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Practice basic English speaking.

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Read and understand text written in basic English • 	<ul style="list-style-type: none"> • Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone • Write a short note/paragraph / letter/e - mail using correct basic English
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 12: Career Development & Goal Setting

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills

Duration: 01:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss need of career development plan 	<ul style="list-style-type: none"> • Create a career development plan • Identify well-defined short- and long-term goals
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 13: Communication Skills

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Practice basic communication skills

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the importance of communication etiquette including active listening for effective communication 	<ul style="list-style-type: none"> Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette Write a brief note/paragraph on a familiar topic Role play a situation on how to work collaboratively with others in a team
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 14: Diversity & Inclusion

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe PwD and gender sensitization

Duration: 01:00	Duration: 01:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the significance of escalating sexual harassment issues as per POSH act 	<ul style="list-style-type: none"> Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 15: Financial and Legal Literacy

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss various financial institutions, products, and services Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions Discuss the legal rights, laws, and aids 	<ul style="list-style-type: none"> Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement Calculate income and expenditure for budgeting
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 16: Essential Digital Skills

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Describe the role of digital technology in day-to-day life and the workplace Discuss the significance of displaying responsible online behavior while using various social media platforms 	<ul style="list-style-type: none"> Demonstrate how to operate digital devices and use the associated applications and features, safely and securely Demonstrate how to connect devices securely to internet using different means Follow the dos and don'ts of cyber security to protect against cyber crimes Create an e-mail id and follow e-mail etiquette to exchange e-mails Show how to create documents, spreadsheets and presentations using appropriate applications utilize virtual collaboration tools to work effectively
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 17: Entrepreneurship

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe opportunities as an entrepreneur

Duration: 03:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the types of entrepreneurship and enterprises Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement 	<ul style="list-style-type: none"> Create a sample business plan, for the selected business opportunity
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 18: Customer Service

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of maintaining customer

Duration: 04:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Classify different types of customers Discuss various tools used to collect customer feedback Discuss the significance of maintaining hygiene and dressing appropriately 	<ul style="list-style-type: none"> Demonstrate how to identify customer needs and respond to them in a professional manner
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 19: Getting ready for Apprenticeship & jobs

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

Duration: 04:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the significance of maintaining hygiene and dressing appropriately for an interview List the steps for searching and registering for apprenticeship opportunities 	<ul style="list-style-type: none"> Draft a professional Curriculum Vitae (CV) Use various offline and online job search sources to find and apply for jobs Role play a mock interview
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 20: On-the-Job Training

Mapped to Chef De Partie

Mandatory Duration: 120:00	Recommended Duration: 00:00
Location: On Site	
Terminal Outcomes	
<ul style="list-style-type: none"> • Apply appropriate procedure to identify the resource requirement and anticipate the shortage for the designated area • Apply appropriate practices to maintain par level of food and ingredients for the assigned section of the kitchen • Employ appropriate practices to order, prepare, and keep the common ingredients including vegetables, spices, etc. stocked for the cooking stations • Show how to check the expiry dates and food items for proper storage in the section • Roleplay on how to coordinate daily tasks with the Sous/Head Chef as per the standards • Apply proper procedures to ensure that all preparation of the designated section is complete and ready for service • Demonstrate how to prepare specific food items and meal components at the designated section • Show how to handle all food products at the right temperature as per preservation standards • Employ appropriate techniques to oversee the maintenance of kitchen and food safety standards • Dramatize a situation on how to assist Sous or Head Chef in delivering the required standard of food • Apply appropriate inspection method to check for plating accuracy (garnish, correct serving dish, etc.) • Employ appropriate quality control procedures to maintain quality and quantity control in all aspects, from portion control to freshness of the product • Draft a sample work schedule for the junior chefs or commis • Apply appropriate practices to delegate the jobs appropriately to junior chefs and apprentices • Roleplay on how to support the Junior Chefs in their development and ensure effective communication between the staff • Apply appropriate procedures to train and supervise junior chefs, regarding the best practices, safety, cleanliness standards, etc. • Dramatize a situation on how to provide feedback to the staff to ensure maximum productivity and handle the conflict among the team members • Employ proper practices to assist in administrative operations, designing kitchen operations as per flow of materials, estimated time, availability of staff, infrastructure etc. and to recommend appropriate changes or improvement in kitchen operations as per the standards • Dramatize a situation to report malfunctioning of any tool, equipment and appliances to the Sous Chef • Employ proper procedures to assist the Sous/Head Chef in creating menu items, recipes and developing dishes • Roleplay on how to establish and maintain effective inter-departmental working 	

relationships at workplace

- Demonstrate strong communication skills and workplace etiquette to achieve a smooth workflow
- Perform the steps to ensure sensitization towards different age groups, gender, and persons with disabilities
- Demonstrate the process of monitoring confidentiality of the organizational information and guests' privacy
- Employ appropriate practices to maintain personal and team hygiene and grooming at workplace
- Dramatize a situation on how to identify hazards at workplace and report to the higher authority
- Perform basic activities to ensure gender and age-sensitive service practices
- Perform all the activities to ensure health, hygiene, and safety standards at the workplace

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma / Degree / Postgraduate	Hotel/ Hospitality / QSR	5	Kitchen	1	Kitchen	

Trainer Certification	
Domain Certification	Platform Certification
“Chef De Partie”, “THC/Q0404”, Minimum accepted score is 80%	Recommended that the trainer is certified for the job role “Trainer (VET and skills)” ,mapped to the qualification pack “MEP/Q2601, V2.0” . The minimum accepted score is 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma / Degree / Postgraduate	Hotel/ Hospitality / QSR	5	Kitchen	0		

Assessor Certification	
Domain Certification	Platform Certification
"Chef De Partie", "THC/Q0404", Minimum accepted score is 80%	Recommended that the assessor is certified for the job role "Assessor (VET and skills)", mapped to the qualification pack "MEP/Q2701, V2.0". The minimum accepted score is 80%

Assessment Strategy

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

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/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
- If the batch size is more than 30, then there should be 2 Assessors.

2. Testing Environment: Assessor must:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from THSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

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
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch

- Random audit of any candidate

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and are stored in the Hard Drives

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
FSSAI	Food Safety and Standards Authority of India
ISO	International Standards Organization
IPR	Intellectual Property Rights
PwD	Persons with Disability
F & B	Food and Beverage