



# Model Curriculum

**QP Name: Food and Beverage Service Assistant**

**QP Code: THC/Q0307**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 2.0**

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# Training Parameters

<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Hotel/Restaurant
<b>Occupation</b>	Food and Beverage Service, Customer Service
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5131.0401
<b>Minimum Educational Qualification and Experience</b>	Grade 10 OR Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 8th grade pass with 2year relevant experience OR 5th grade pass with 5-year relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	29/01/2021
<b>Next Review Date</b>	29/01/2024
<b>NSQC Approval Date</b>	29/01/2021
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	29/01/2021
<b>Model Curriculum Valid Up to Date</b>	29/01/2024
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	330 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	330 Hours, 0 Minutes

## 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 activities of organizing the table and chair for the service
- Assist the Supervisor in food and beverage service
- Explain the procedure to remove dishware and tableware from the table
- Employ appropriate practices to communicate effectively with guests, colleagues, and superiors to achieve a smooth workflow
- Apply gender and age-sensitive service practices
- Describe the protocols related to confidentiality of the organizational information and guests' privacy
- Apply health, hygiene, and safety practices 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
<b>THC/N0316 – Perform Food and Beverage Service Operation</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>60:00</b>	<b>60:00</b>	<b>90:00</b>	<b>00:00</b>	<b>210:00</b>
Module 1: Introduction to Hotel/ Restaurant Industry and Food and Beverage Service Assistant	05:00	00:00	00:00	00:00	05:00
Module 2: Prepare the Table for Service	25:00	30:00	60:00	00:00	115:00
Module 3: Provide Assistance in Food and Beverage Service and Remove the Dishware and Tableware	30:00	30:00	30:00	00:00	90:00
<b>THC/N9901 – Communicate Effectively and Maintain Service Standards</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 4: Maintain Effective	15:00	15:00	00:00	00:00	30:00

Communication and Service Standard					
<b>THC/N9903- Maintain Organizational Confidentiality and Respect Guests' Privacy NOS Version No. 2.0 NSQF Level 3</b>	<b>18:00</b>	<b>12:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 5: Organizational Confidentiality and Guest Privacy	18:00	12:00	00:00	00:00	30:00
<b>THC/N9906 – Follow Health, Hygiene and Safety practices NOS Version No. 2.0 NSQF Level 3</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Basic Health and Safety Standards	15:00	15:00	00:00	00:00	30:00
<b>DGT/VSQ/N0101: Employability Skills (120 Hours)</b>	<b>12:00</b>	<b>18:00</b>	<b>00:00</b>	<b>00:00</b>	<b>120:00</b>
Module 7: Introduction to Employability Skills	00:30	00:30	00:00	00:00	01:00
Module 8: Constitutional values - Citizenship	00:30	00:30	00:00	00:00	01:00
Module 9: Becoming a Professional in the 21st Century	00:30	00:30	00:00	00:00	01:00
Module 10: Basic English Skills	01:00	01:00	00:00	00:00	02:00
Module 11: Communication Skills	01:30	02:30	00:00	00:00	04:00
Module 12: Diversity & Inclusion	00:30	00:30	00:00	00:00	01:00
Module 13: Financial and Legal Literacy	01:30	02:30	00:00	00:00	04:00
Module 14: Essential Digital Skills	01:00	02:00	00:00	00:00	03:00
Module 15: Entrepreneurship	02:30	04:30	00:00	00:00	07:00
Module 16: Customer Service	01:30	02:30	00:00	00:00	04:00



Module 17: Getting ready for apprenticeship & Jobs	01:00	01:00	00:00	00:00	02:00
<b>Total Duration</b>	<b>120.00</b>	<b>120.00</b>	<b>90.00</b>	<b>0.00</b>	<b>330.00</b>

# Module Details

## Module 1: Introduction to Hotel/Restaurant Industry and Food and Beverage Service Assistant

### Bridge Module

#### Terminal Outcomes:

- Outline the overview of Skill India Mission
- Describe the scope of Hospitality Industry
- Define the roles and responsibilities of a Food and Beverage Service Assistant
- Explain the scope of work for a Food and Beverage Service Assistant

<b>Duration: 05:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the objectives and benefits of the Skill India Mission</li> <li>• Describe the Tourism and Hospitality Industry and its sub-sectors</li> <li>• Elaborate the hierarchy of Hotel/Restaurant of small, medium and large establishments</li> <li>• Elaborate the scope for Food and Beverage Service Assistant in the Tourism and Hospitality Industry</li> <li>• Describe the attributes required for a Food and Beverage Service Assistant</li> <li>• Discuss the role and responsibilities of a Food and Beverage Service Assistant</li> <li>• Explain different food and beverage outlets and their layout</li> <li>• Explain basic terminology used in Food and Beverage Service</li> <li>• Explain the coordination of Food and Beverage with other departments</li> </ul>	NA
<b>Classroom Aids</b>	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Prepare the Table for Service

### Mapped to THC/N0316 v 2.0

#### Terminal Outcomes:

- Explain how to set up and organize the table
- Describe the procedures to fold the napkin
- Apply appropriate knowledge and skills of replenishing various items

<b>Duration: 25:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of arranging the tables and chairs and maintaining cleanliness in the dining area</li> <li>• Discuss different types of table arrangements</li> <li>• List various types and usage of crockery, cutlery, utensil, glassware, tableware and service equipment</li> <li>• Explain the uses of side station</li> <li>• Explain various types of napkin-folding techniques</li> <li>• Discuss the importance of proper placement of menu card on the table</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate practices to arrange chairs and tables in the dining area</li> <li>• Demonstrate how to organize the table with linen, tableware and other essentials</li> <li>• Employ appropriate techniques to fold the napkin</li> <li>• Employ appropriate inspection procedures to check and replenish various essentials such as napkin, cutlery, crockery and service equipment</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Different types of linen, Tableware, Cutleries, Crockeries, Napkin, Chair/table, Various service equipment	



## Module 3: Provide Assistance in Food and Beverage Service and Remove the Dishware and Tableware

*Mapped to THC/N0316 v 2.0*

### Terminal Outcomes:

- Explain professional etiquette to be maintained at the workplace
- Perform the activities to manage F & B tools and equipment
- Perform the steps of removing the dishware and tableware
- Apply appropriate practices of maintaining cleanliness in the dining area

<b>Duration: 30:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss various equipment required for serving and their usage</li> <li>• Explain the communication etiquette and other protocols to be followed while interacting with the guests, kitchen staff, and management</li> <li>• Elaborate the procedure of management of food and beverage tools and equipment</li> <li>• Explain FSSAI and HACCP standard protocols related to Food Production, Food safety and quality standards</li> <li>• Discuss the importance of timely removal of dishware and tableware</li> <li>• Describe various types of linen used for Food and Beverage Services</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate professional etiquette while receiving and greeting the guests</li> <li>• Employ appropriate techniques to manage the tools and equipment required for Food and Beverage Service</li> <li>• Dramatize how to converse with the kitchen staff, service staff and the management for seamless service to guests</li> <li>• Demonstrate the process of removing used dishware/ tableware/soiled linen and re-arranging the table and the chairs for new guests</li> <li>• Apply appropriate techniques to maintain cleanliness and hygiene in the dining area</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Different types of linen, Tableware, Cutleries, Crockeries, Napkin, Chair/table, Various service equipment	

## Module 4: Maintain Effective Communication and Service Standard Mapped to THC/N9901 v 2.0

### Terminal Outcomes:

- Explain professional protocols and etiquette of effective communication with customers, colleagues, and superiors
- Describe the ways to show sensitization towards different age groups, gender and persons with disabilities

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace</li> <li>• Discuss the importance of effective communication</li> <li>• Explain the importance of guest satisfaction and guest feedback</li> <li>• Outline the procedure of receiving feedback and complaints constructively</li> <li>• Describe various ways to handle guest complaints</li> <li>• Discuss different ways to improve the guest experience</li> <li>• Explain the importance of gender and age sensitivity</li> <li>• Discuss gender and age-specific requirements of the guests</li> <li>• Discuss the specific needs of People with Disabilities</li> <li>• Discuss the importance of reporting Sexual harassment at workplace</li> <li>• Discuss ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the standard procedure to welcome and greet the guests</li> <li>• Dramatize appropriate communication skills and etiquette while interacting with guests, colleagues, and superiors</li> <li>• Role play a situation on how to handle guest complaints effectively</li> <li>• Role play appropriate behavioural etiquette towards all ages, genders and differently abled people as per specification</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Sample of escalation matrix, Organisation structure	

## Module 5: Organizational Confidentiality and Guest's Privacy

### Mapped to THC/N9903 v 2.0

#### Terminal Outcomes:

- Explain how to maintain the confidentiality of the organization
- Describe the protocols related to the privacy of customer information

<b>Duration: 18:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the significance of maintaining organizational confidentiality and guest privacy in the hospitality industry</li> <li>• Discuss the Intellectual Property issues and policies affecting the organization and guest privacy</li> <li>• Explain the procedures to report the infringement of IPR to the concerned person</li> <li>• Discuss the usage, storage and disposal procedures of confidential information as per specification</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate ways to use, store and dispose of the organisational and guest information</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Handouts of IPR guidelines and regulations	

## Module 6: Basic Health and safety Standard

### Mapped to THC/N9906 v 2.0

#### Terminal Outcomes:

- Employ appropriate health, hygiene, and safety practices at workplace
- Apply precautionary health measures
- Employ effective waste management practices

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the concept and importance of personal and workplace hygiene</li> <li>• Discuss best practices to maintain personal hygiene</li> <li>• Explain the ways to clean and sanitize the workplace and related equipment</li> <li>• Describe standard safety procedures to be followed while handling tools, material, and equipment</li> <li>• Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace</li> <li>• Explain the importance of preventive health check-up organized by the company</li> <li>• Describe the causes of risks and potential hazards in the workplace and ways to prevent them</li> <li>• List different safety warning signs and labels at workplace</li> <li>• Discuss ways to identify hazards at the workplace</li> <li>• List the components of the first-aid kit</li> <li>• Explain the procedure to report accident and other health related issues as per SOP</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure of routine cleaning and sanitization of tools, equipment, and other articles</li> <li>• Employ different ways to keep work area clean, hygienic and hazard free</li> <li>• Demonstrate how to use and dispose of relevant protective equipment as per tasks and work conditions</li> <li>• Perform basic first-aid procedures</li> <li>• Dramatize a situation on mock safety drills for emergency situations</li> <li>• Perform waste disposal procedures at the workplace depending on the types of waste</li> <li>• Role play a situation on reporting safety and security breaches to the supervisor</li> <li>• Prepare a sample incident report</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
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 7: Introduction to Employability Skills

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration: 00:30</b>	<b>Duration: 01:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the Employability Skills required for jobs in various industries.</li> </ul>	<ul style="list-style-type: none"> <li>• List different learning and employability related GOI and private portals and their usage.</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 8: Constitutional values - Citizenship

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

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

<b>Duration: 00:30</b>	<b>Duration: 01:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to practice different environmentally sustainable practices.</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 9: Becoming a Professional in the 21st Century

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

<b>Duration: 01:00</b>	<b>Duration: 01:30</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss importance of relevant 21st century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 10: Basic English Skills

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration: 04:00</b>	<b>Duration: 06:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of basic English skills</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to use appropriate basic English sentences/phrases while speaking</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	



## Module 11: Communication Skills

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Practice basic communication skills

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of active listening for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Demonstrate working with others in a team</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 12: Diversity & Inclusion

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Describe PwD and gender sensitization

<b>Duration: 01:00</b>	<b>Duration: 01:30</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Financial and Legal Literacy

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

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

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Discuss the significance of using financial products and services safely and securely.</li> <li>• Explain the importance of managing expenses, income, and savings.</li> <li>• Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws</li> </ul>	<b>Practical – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate how to carry out offline and online financial transactions, safely and securely.</li> </ul>
<b>Classroom Aids</b> <p>LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard &amp; marker</p>	
<b>Tools, Equipment and Other Requirements</b>	

## Module 14: Essential Digital Skills

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

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

<b>Duration: 04:00</b>	<b>Duration: 06:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to operate digital devices and use the associated applications and features, safely and securely</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 15: Entrepreneurship

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

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

<b>Duration: 03:00</b>	<b>Duration: 04:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sample business plan, for the selected business opportunity.</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 16: Customer Service

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

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

Duration: 02:00	Duration: 03:00
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Differentiate between types of customers</li> <li>• Explain the significance of identifying customer needs and addressing them</li> <li>• Discuss the significance of maintaining hygiene and dressing appropriately</li> </ul>	<b>Practical – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate how to deal with different customers and their needs</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 17: Getting ready for Apprenticeship & jobs

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration: 03:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of dressing up neatly and maintaining hygiene for an interview</li> <li>Discuss how to search and register for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a biodata</li> <li>Use various sources to search and apply for jobs</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 18: On-the-Job Training

### Mapped to Food and Beverage Service Assistant

<b>Mandatory Duration:</b> 90:00	<b>Recommended Duration:</b> 00:00
<b>Location:</b> On Site	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"> <li>• Perform Setting up the chair/table as per organization's standard operating procedure</li> <li>• Perform the activities to organize the table with tableware, glass, linen, and other essentials</li> <li>• Demonstrate the inspection procedure to check, replenish, and arrange with various essentials and service equipment</li> <li>• Demonstrate the procedures of folding the napkins</li> <li>• Perform the activities of resource management required for the food and beverage service</li> <li>• Apply appropriate practices to receive and greet the guests</li> <li>• Perform the activities of removing dishware, tableware, and soil linen</li> <li>• Demonstrate the procedure to clean the table</li> <li>• Perform the activities to maintain the cleanliness and hygiene in the dining area</li> <li>• Dramatize appropriate communication skills and etiquette while interacting with guests, colleagues, and superiors</li> <li>• Dramatize on how to segregate and dispose of the waste as per the standards</li> <li>• Demonstrate positive body language when dealing with guests and colleagues</li> <li>• Demonstrate strong Communication skills and workplace etiquette to achieve a smooth workflow</li> <li>• Demonstrate sensitization towards different age groups, gender, and persons with disabilities</li> <li>• Demonstrate the process of maintaining confidentiality of the organizational information and guests' privacy</li> <li>• Role play on how to maintain personal hygiene and grooming at workplace</li> <li>• Apply proper practices to identify hazards at workplace and report to the supervisor</li> <li>• Perform basic activities to apply gender and age-sensitive service practices</li> <li>• Demonstrate the process of maintaining confidentiality of the organizational information and guests' privacy</li> <li>• Perform all the activities to maintain health, hygiene, and safety at the workplace</li> </ul>	



# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Certificate/ Diploma/ Degree	Hotel/Hospitality Management/ Food and Beverage Service	5	Hotel/Hospitality Management/ Food and Beverage Service	1	Hotel/Hospitality Management/ Food and Beverage Service	

Trainer Certification	
Domain Certification	Platform Certification
“Food and Beverage Service Assistant”, “THC/Q0307, V2.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601, V1.0,” with a scoring of minimum 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Certificate/ Diploma/ Degree	Hotel/Hospitality Management/ Food and Beverage Service	5	Hotel/Hospitality Management/ /Food and Beverage Service	1	Hotel/Hospitality Management/ /Food and Beverage Service	

Assessor Certification	
Domain Certification	Platform Certification
“Food and Beverage Service Assistant”, “THC/Q0307, V2.0”, Minimum accepted score is 80%	“Assessor”, “MEP/Q2701, V1.0,” with the scoring of minimum 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 Assistants 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
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); Assistants are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); Assistants are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . 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
WHO	World Health Organization